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ABSTRACT

This report describes state educational standards in effect for the 1989-90 school year. It is the third report in a series that has tracked state standards since 1984-85. The first part of the report summarizes state educational standards for the 1989-90 school year and the changes that took place across the states between 1984-85 and 1989-90. The second part of the report contains individual profiles of each of the 50 states. These profiles present more detailed information on: (1) student standards (testing, high school graduation requirements, attendance, and other policies); (2) teacher standards (teacher preparation, certification and relicensing, and staff development); (3) school and district standards (minimum length of the school year and school day and curriculum requirements); and (4) public school choice programs. Seven figures and four tables summarize state standards. (Author)

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EDUCATIONAL STANDARDS IN THE 50 STATES: 1990

Richard J. Coley
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Educational Testing Service
Princeton, New Jersey
August 1990

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Policy Information Center
Educational Testing Service
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June 1990

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Abstract

This report describes state educational standards in effect for the 1989-90 school year and is the third report in a series that has tracked state standards since 1984-85. The first part of the report summarizes state educational standards for the 1989-90 school year and the changes that took place across the states between 1984-85 and 1989-90. The second part of the report contains individual profiles of each of the 50 states. These profiles present more detailed information on student standards (testing, high school graduation requirements, attendance, and other policies); teacher standards (teacher preparation, certification and relicensing, and staff development); school and school district standards (minimum length of the school year and school day, and curriculum requirements); and public school choice programs.

Introduction

In the early 1980s a wave of education reform swept the nation. Spurred on by more than a dozen national reports that described what was wrong with American elementary and secondary education, governors, state boards of education and state legislatures across the country established nearly 300 state-level study commissions, proposed countless education reform measures, and adopted many of the recommendations contained in the national reports.

For the last five years, this Educational Testing Service report series has tracked changes from 1982-83 to the present in state educational standards that affect students, teachers and schools.[1] This report describes state standards in effect during the 1989-90 school year. The information presented here, as in the earlier reports, pertains only to those requirements mandated at the state level, generally by the legislature or the state board of education. In many states, local school districts (and even schools) apply more stringent standards. There may be as much variation in educational standards among districts within a state as there is across states.

The first part of this report summarizes the state-prescribed educational standards for the 1989-90 school year and the changes that took place across the states between 1984-85 and 1989-90. Tables providing state-by-state

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[1] See Goertz, Margaret E. State Education Standards: A 50-State Survey. ETS-RR-86-2. (Princeton, NJ: Educational Testing Service, January 1986) and Goertz, Margaret E. State Educational Standards in the 50 States: An Update. ETS-RR-88-22. (Princeton, NJ: Educational Testing Service, March 1988.)

comparisons are included at the end of this section. The second part of the report contains individual profiles of each of the 50 states. These profiles present more detailed information on student standards (testing, high school graduation requirements, attendance and other policies); teacher standards (teacher preparation, certification and relicensing, and staff development); school and school district standards (minimum length of the school year and school day and curriculum requirements); and public school choice programs.

An Overview of State Educational Standards, 1990

Student Standards

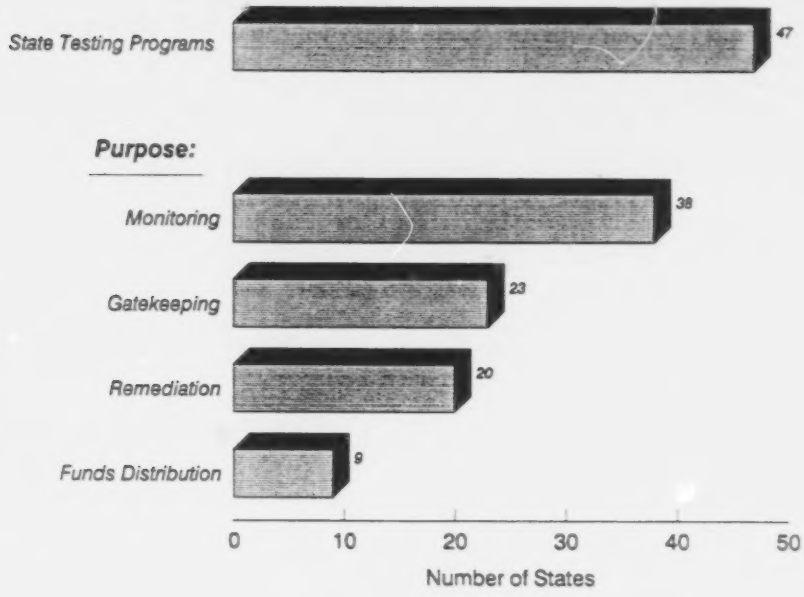
Student Testing. In 1989-90, 47 states required that local public school districts test students at some point(s) between grades 1 and 12, an increase of five states since 1984-85. Thirty-nine of these states test students using state-developed, state-selected, or state-approved tests and assess student performance against state-established performance standards. Two states require students to meet minimum performance requirements in selected competency areas, but districts may use methods other than tests to assess students. Three states require local districts to test students in specified subject areas, but leave both the choice of the test and standards-setting to the local district. Three states specify the competencies to be tested, but give local school districts the discretion to set performance standards.

All 47 states require tests of basic skills, with the focus primarily on mathematics, reading and language arts, including the assessment of writing. Four states include reasoning skills and citizenship as well, and a dozen include both science and social studies. Eleven states use or are developing instruments that will assess higher level skills or advanced achievement at the high school level. As examples, students who pass the New York State Regents Examination, a series of subject matter examinations, and complete a stringent set of high school course work requirements, receive a special diploma, the Regents Diploma. California is using the Golden State High School Achieve-

ment Tests as a way of selecting high school seniors for honors at graduation. Utah's Core Curriculum Assessment Program is designed to assess student performance on the state's new core curriculum. Connecticut and Texas are designing assessments to measure problem-solving and higher-order thinking skills, while Vermont is incorporating the use of student portfolios in its fourth and eleventh grade assessments.

States use their testing programs for the following purposes: (1) to monitor student, school and/or school district performance; (2) to identify students in need of remediation; (3) to evaluate students for grade promotion and/or high school graduation (gatekeeping); and (4) to allocate state compensatory education aid. As shown in Figure 1 and Table 1 (included at the end of this section), 38 states use statewide testing to monitor student performance, while 20 states use these tests for identifying students in need of remediation. Twenty-three states use tests for gatekeeping: 20 of these states require that students pass a basic skills test or other competency assessment before receiving a high school diploma (Figure 2); eight states use test results as a requirement for grade promotion in the elementary grades and/or as an exit test from eighth grade. In nine states, test results are a criterion for allocating state compensatory education aid.

Figure 1: State Testing Programs and Purposes, 1990



High School Graduation Requirements. One of the principal recommendations of the National Commission on Excellence in Education was that high school students take more courses in the "New Basics"--English, mathematics, science, social studies and computer science[2]. The Commission recommended that high school graduates should complete four years of English, three years of mathematics, three years of science, three years of social studies and 1/2 year of computer science. Two years of a foreign language were strongly recommended for college-bound students.

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[2]A Nation at Risk: The Imperative for Educational Reform. National Commission on Excellence in Education, April 1983.

Figure 2: States Requiring a Test for High School Graduation, 1990

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Forty-two states responded to the Commission's report by raising course work standards for high school graduation. Yet, the new course work requirements of many states still fall short of the National Commission's recommendations. Thirty-seven states require four or more years of English, 28 states require three or more years of social studies, 10 states require three years of mathematics and only 4 states require three years of science. Three additional states require two years each of mathematics and science and a third year of either subject. Five states[3] do not impose course work requirements for high school graduation. Table 2, included at the end of this section, lists each state's high school course work requirements. As shown in Figure 3, most states require four years of English, two to three years of social studies, and two years each of mathematics and science.

Three-quarters of the states with course work requirements require between 18 and 22 units for graduation, with most having core requirements of 12 to 14 units. In addition to the English, social studies, mathematics, and science requirements discussed above, most states require one to two years of health and physical education. One-half of the states also require one year of another subject, generally a fine or practical arts course. Seven states require students to take one- or two-semester courses in career development or vocational education. In eight states, high school graduates must have

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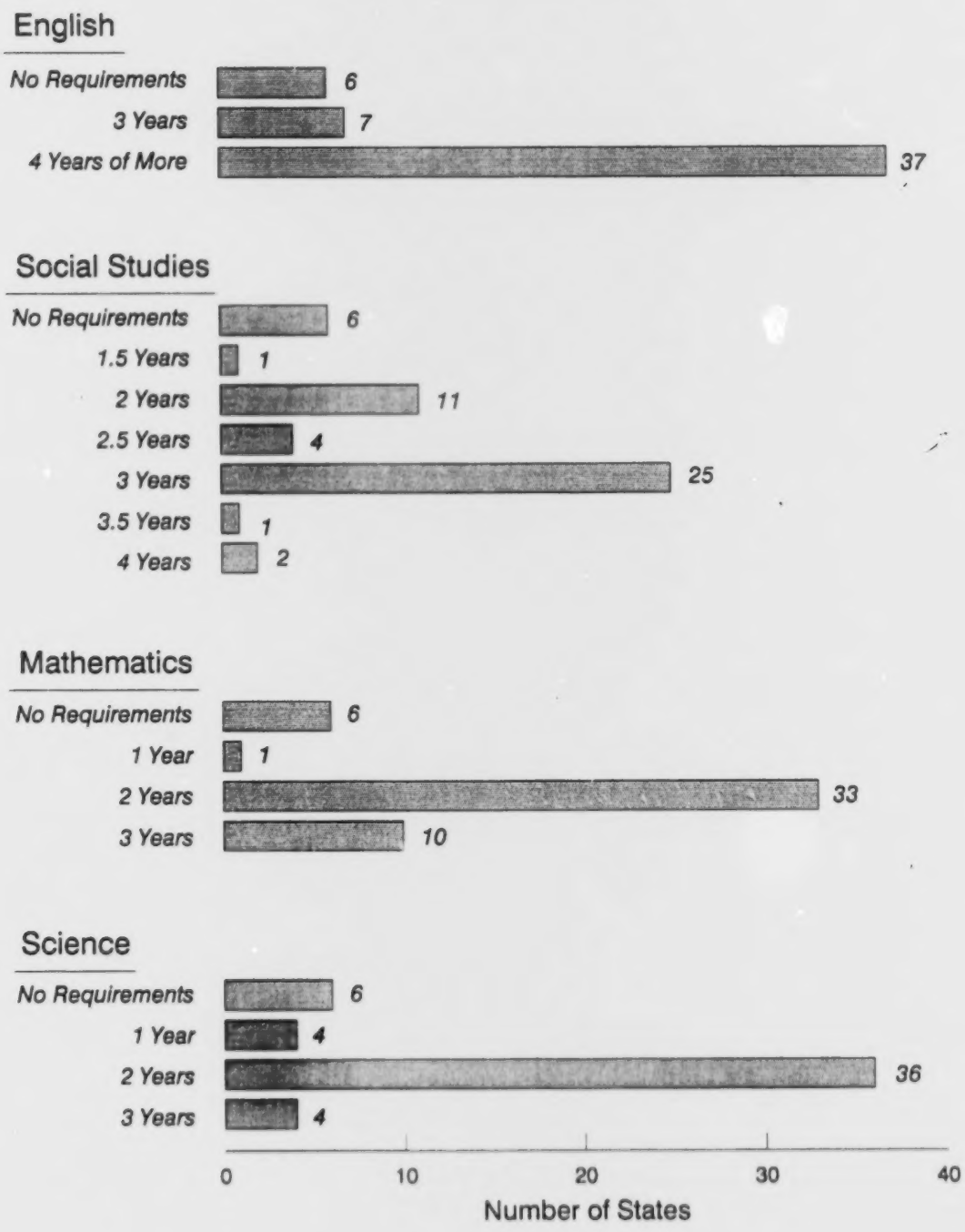
[3] This count does not include Nebraska which has established a minimum number of credit hours for high school graduation but does not specify specific course requirements.

Figure 3: State High School Graduation Requirements, 1990



completed course work or demonstrated proficiency in computers; five more include computer science course work in their college preparatory curriculum requirements.

A growing number of states are establishing more rigorous curriculum requirements for their college-bound students. New York has offered a separate Regents diploma for decades. To qualify, students must take three years of a foreign language and pass a series of subject matter tests in addition to the regular course work requirements. Seven more states offer "advanced" or "college preparatory" diplomas to students (Alabama, Indiana, Maryland, Missouri, Rhode Island, Texas and Virginia), while another four states have defined course work requirements for their college preparatory programs (California, Delaware, Kansas, and Tennessee). In these states, students in the college preparatory programs generally must take two additional units to graduate, as well as additional courses in mathematics and/or science, two to three years of a foreign language, and a semester of computer science.

Other Student Standards. Several states have also developed other standards for student performance and behavior. Seven states require that students maintain a prescribed minimum grade-point average as a prerequisite for participating in extracurricular activities (Alaska, Delaware, Iowa, Texas, and West Virginia), or to graduate from high school (Florida, Idaho). Other states require that school districts establish written attendance, discipline, homework and/or promotion and retention policies (e.g., Arkansas, California, and Hawaii).

Some states have extended the age ranges for compulsory attendance and have either mandated kindergarten attendance or required school districts to offer programs for those who wish to attend.

Teacher Standards

State policies regulating the education and certification of teachers underwent considerable change in the 1980s. In 1980, only a handful of states--primarily in the Southeast--required individuals to pass a test before becoming certified to teach. In 1989-90, 39 states required aspiring teachers to pass a state-prescribed, standardized test before entering a teacher education program and/or before being certified to teach (see Figure 4 and Table 3 at the end of this section). In addition, three states are in the process of validating tests for teacher certification.

Twenty-one states require teacher education candidates to pass a state-prescribed test, usually a basic skills or a college admissions test, before entering a teacher education program. Some states impose this requirement on all teacher education candidates; in other states this requirement affects only teacher education candidates at public institutions of higher education. Fifteen states have established a qualifying minimum grade-point average (GPA), while 12 states require both a minimum GPA and a test. All 50 states approve the content of teacher education programs and 38 establish minimum course hour requirements in general education, professional studies, and subject specialty.

Figure 4: State Teacher Testing Programs, 1990

3 States test for admission to teacher education programs only.

18 States test for teacher certification only.

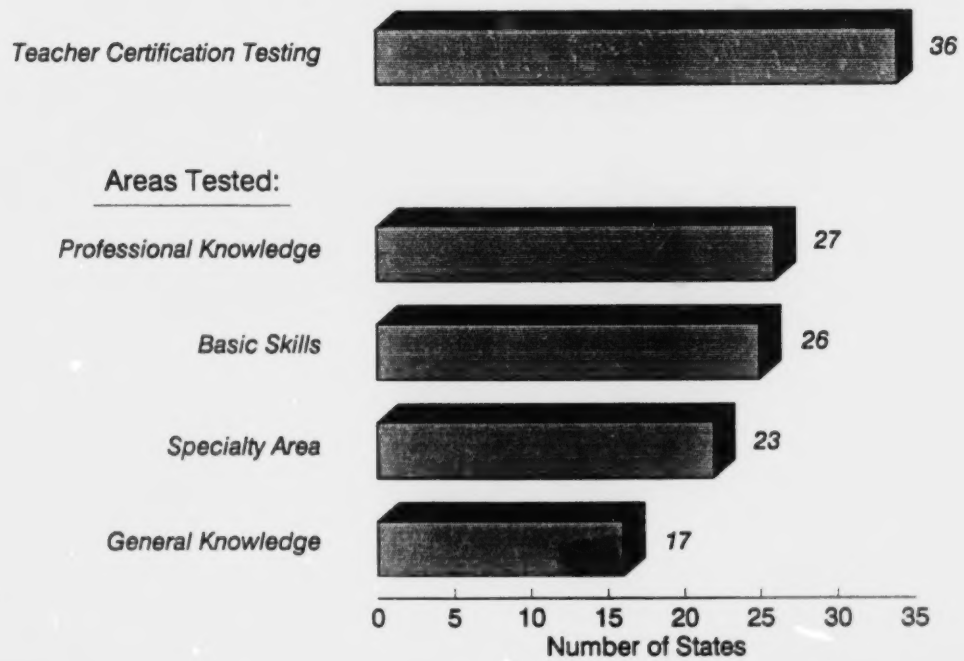
18 States test for both admission to teacher education programs and for teacher certification.

11 States have no teacher testing requirements.

Most states have multilevel certification that consists of initial, or entry-level, certification for individuals entering the teaching profession for the first time, and a variety of procedures (such as certification renewal or advanced certification levels) for the further licensing of teachers.

The only common requirement in all 50 states for entry-level certification is the completion of an approved program. Thirty-six states have established a testing requirement as well. However, these states vary considerably in the areas tested (such as basic skills, general knowledge, professional knowledge and/or knowledge of teaching specialty), the tests used, and the passing score established. As is shown in Figure 5, applicants for certification are tested in professional knowledge (27 states), basic skills (26 states), knowledge of the teacher's specialty area (23 states), and/or general knowledge (17 states).

Figure 5: Areas Tested for Teacher Certification, 1990



States use different test instruments to evaluate the capabilities of aspiring teachers and often set different passing scores for the same test. Seven states use their own tests, four use the Pre-professional Skills Test (PPST), 22 use the National Teachers Examination (NTE) Core Battery and 17 use NTE Specialty Area tests. Qualifying scores on the national tests vary from state to state. For example, the passing scores on the NTE Programs Test of Communication Skills range from a low of 636 to a high of 659 on a scale that can extend from 600 to 695 (with a standard error of measurement of 4). The passing scores on the Specialty Area Test, Education in the Elementary School, range from a low of 490 to a high of 570 on a scale that extends from 250 to 990 (with a standard error of measurement of 24).

Fifteen states either currently evaluate a beginning teacher's classroom performance before granting regular certification or plan to implement such a program (Figure 6). In these states, teachers receive provisional certification when they complete their teacher preparation programs and meet other state requirements. They are formally assessed on their teaching performance during their first year(s) in the classroom as full-time teachers. In a typical situation, the beginning teacher is observed and evaluated two or three times a year, using a state-developed instrument that covers classroom management, interpersonal skills, professional standards, etc. The evaluators, who are trained in this procedure, may recommend that the teacher (1) receive regular

Figure 6: States with Entry Year Assistance Programs for Teachers, 1990

certification, (2) participate in in-service training and be re-evaluated or (3) not be certified. The last state (New Jersey) to grant a permanent license to first-year teachers will end this policy in 1991. Ten other states, however, provide lifetime licenses to teachers who hold an advanced certificate. The remaining 39 states require teachers to renew their certificates on a regular basis and, with one exception, base recertification on years of teaching experience, and/or completion of additional formal education and/or in-service training.

School District Standards

Data were collected on three kinds of school district standards: minimum length of the school year, minimum length of the school day, and state-mandated curriculum. A majority of the states (36) require that students attend school a minimum of 180 days. Another 12 states have mandated shorter school years, but all but one have at least a 175-day school year.[4] California offers financial incentives to local school districts that lengthen their school years from the state minimum of 175 days to 180 days.

Forty-four states require students to attend school a minimum number of hours a day (see Table 4). In some cases, the minimum includes noninstructional time; in others it does not, making direct comparisons across states difficult. In general, the length of the school day increases as students get

[4] Two states use a minimum number of hours, rather than days, to establish length of the school year.

older. The minimum school day is less than five hours for children in grades 1-3 in 13 states, but is less than five hours for secondary school students in only three states. Eleven states require children in the primary grades (1-3) to attend school at least six hours, while this requirement affects high school students in 19 states. Michigan provides additional state aid to school districts that lengthen their school day to five hours in high school.

The state role in curriculum development has shifted in the last decade from one of technical assistance to one of mandating courses of study, performance objectives and, increasingly, course content. This year we asked states to classify their role in prescribing curriculum standards and content for elementary and secondary education in one of four categories. Six states responded that they mandate minimum course content in either the elementary or secondary school course of study. The Texas legislature, for example, established a state basic curriculum in 12 subject areas for grades K-12 and required the State Board of Education to designate essential curriculum elements in every grade level for each subject area. Nineteen more states establish learning objectives or learning outcomes for most subject areas and require local school districts to incorporate these objectives and outcomes, as well as any state-prescribed student performance standards, into locally-developed curricula. For example, under its Standards of Learning Program, Virginia has established detailed and sequential learning objectives for each grade in nine subject areas. Local school districts must use these objectives as references for designing

local curriculum and instructional programs. Sixteen states limit their role to the development of model curricula or curricular guides for use by local school districts, not requiring the districts to adopt them. Finally, eight states report their role as one of defining subject areas and the number and types of courses that must be taught in all elementary and secondary schools.

Increasingly, states are linking their mandated assessment programs to their curriculum standards. The California Assessment Program assesses the content and higher order thinking skills embodied in the state's curriculum frameworks and textbooks. The assessment is viewed as a mechanism for encouraging local school districts to align their curriculum with state model standards. Virginia requires local school districts to administer criterion-referenced tests that use either the state's Standards of Learning Program, or an alternative, in all grades in all subjects. Utah's Core Curriculum Assessment Program is an effort by that state to support school districts in assessing student performance based on the state's new core curriculum. The state is developing intact, end-of-grade, and end-of-course tests in mathematics, reading and science, and constructing item pools in virtually all curriculum areas.

Public School Choice

Because of the increasing interest in public school choice programs across the nation, we collected information from state respondents on state

public school choice programs.[5] We used the categories of the survey conducted by the Education Commission of the States (ECS) to group state programs into five types. These five categories are not mutually exclusive and states may make a variety of these plans available.

- o Interdistrict choice plans allow students and parents to choose schools located outside their home district.
- o Intradistrict plans limit choices to schools within the student's home district.
- o Second-chance plans provide alternative programs for students who have not been successful in traditional settings.
- o Postsecondary enrollment options allow high school students to take courses at colleges and universities for high school credit, college credit, or both.
- o Magnet and state-supported schools offer programs with a special focus or approach, sometimes in a residential setting.

Thirteen states have recently passed legislation authorizing some type of public school choice, either statewide or optional (see Figure 7). Postsecondary

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[5]The information provided here and in the state profiles is based on state responses to the ETS survey; on a 1989 survey conducted by the Education Commission of the States (ECS) (Survey of State Initiatives: Public School Choice [SI-89-2], September 1989, revised); and on a survey conducted in 1988 by the New Jersey Department of Education (Public School Choice: National Trends and Initiatives, Frank J. Esposito, December 1988). A companion to the ECS survey, A State Policy Maker's Guide to Public School Choice (SI-89-1), reviews the major types of choice plans and educates policy makers about the pros and cons of the plans, the issues they should consider, and the questions they should ask. Both ECS publications are available from the ECS Distribution Center, Suite 300, 1860 Lincoln Street, Denver, Colorado 80295. SI-89-2 is $8.50; SI-89-1 is $11.

Figure 7: States Passing "Choice" Legislation

options programs were legislated in eight states; interdistrict plans in six; intradistrict plans in four; and second-chance plans in two. Legislation relating to intradistrict or interdistrict plans is pending in another four states. Legislation has failed, at least for now, in another eight states. Virtually all of the rejected legislation dealt with intradistrict or interdistrict choice.

These plans differ widely in their scope, style, and goals. The following examples have been drawn from responses to both the ECS and ETS surveys.

Interdistrict Plans. Arkansas is one of a handful of states to adopt a statewide interdistrict choice program. The Public School Choice Act of 1989 is illustrative of the issues that these plans address. The law allows students to attend the public school of their choice in any district in the state, providing the transfer does not adversely affect the racial balance of either the sending or receiving district. District participation is voluntary. The district enrolling the student receives state aid, and students who transfer are ineligible for interscholastic sports for one year. Parents are responsible for transporting the student to the nearest border of the receiving district; the receiving district provides transportation to the school at the parents' request. California, Iowa, Minnesota, Nebraska, and Ohio also have interdistrict choice programs.

Intradistrict Plans. Ohio legislation requires all school districts to enact by 1993 policies that allow students to attend any school within their home district. Similar legislation in Washington requires districts to establish a policy allowing intradistrict enrollment options by June 30, 1990, but does not mandate

that all districts open all schools to student transfers. Iowa and Minnesota already have such programs. Most intradistrict plans, however, are local; the state role is usually facilitative. Cambridge, Massachusetts, has an intradistrict program aimed at two interrelated purposes common to such plans -- achieving voluntary desegregation and empowering school staff to improve education quality. Other examples of intradistrict plans include Community District 4 in New York City and the Chicago school system.

Second-Chance Plans. In Colorado, unsuccessful high school students can attend a Second-Chance Center in their own district or in another one, if they are accepted by that district. Minnesota's High School Graduation Incentives Program and Diploma Opportunities for Adults Program allow at-risk students and dropouts to complete high school through various options, including publicly funded alternative programs and area learning centers. General revenue funds are paid to districts enrolling school-age students, and special funds are available for students over age 21. Washington law allows at-risk students to attend a school of choice.

Postsecondary Options. Several states have established programs that allow high school students to take college courses. Colorado's Postsecondary Enrollment Options Act, passed in 1988, is illustrative of this type of choice program. The program permits eleventh- and twelfth-grade students to enroll in college or university courses and attend college full-time. The student's home school district decides whether the courses apply toward high school gradua-

tion, and the college or university decides whether the student receives college-level credit. The state pays the student's tuition and continues to pay the student's portion of state aid to the school district. Arizona, Florida, Minnesota, Louisiana, Maine, Utah, and Washington also have postsecondary options programs.

Magnet and State-Supported Schools. New York State's magnet school/choice program provides funding for 12 districts to develop and implement innovative programs to attract students. Several of the state's urban districts have extensive magnet systems, including Buffalo, Rochester, and Yonkers. Mississippi and North Carolina support special residential mathematics and science schools for high school juniors and seniors.

Changes in State Standards, 1984-1990

Although only five states initiated state testing programs in the period 1984-85 to 1989-90, a number of other states expanded the scope or changed the design of their current student testing systems. Eleven states added new grade levels, including pre-kindergarten and pre-first grade, while six states added science and social studies, and many more states added writing to their testing requirements. Two states broadened their statewide assessments from a representative sample in selected grades to all students in the tested grades, while three states switched from allowing local school districts to choose their test to mandating the use of a state-selected assessment instrument. Several states are taking steps now to link their assessment programs more closely to state curriculum objectives or standards.

Unlike student testing, there was little state-level activity in the area of high school graduation requirements between 1984-85 and 1989-90; most state activity occurred earlier. Only one state increased its course work requirements significantly, and one state initiated an academic honors diploma in this period. Three states added and one state dropped a requirement that students meet state or locally-prescribed proficiency standards for high school graduation.

Eight states added testing to their requirements for successfully completing a teacher education program and/or being certified to teach, while five states added a standardized test to the entrance requirements for their teacher

education programs. Four states added a beginning teacher internship requirement.

Thirteen states have recently passed legislation authorizing some type of statewide or optional choice program, and legislation is pending in other states. The programs tend to provide for postsecondary enrollment options, interdistrict choice or intradistrict choice.

Summary

In the two years immediately following the 1983 publication of A Nation at Risk and other national reports criticizing American elementary and secondary education, most states enacted some educational reform measures. In the period 1985 through 1990, state education reform activity slowed, although states continued to expand student and teacher testing requirements. Five states initiated statewide student testing programs and nearly half of the states expanded the scope of their testing programs to include more grades, more subject areas and/or higher order skills. Several states began to link these assessment systems to state curriculum requirements. Thirteen states added testing to their requirements for entering or completing a teacher education program or for teacher certification. Thirteen states enacted some form of public school choice program.

As a result of this activity, 47 states now test (or require local school districts to test) elementary and secondary school students, 45 states impose high school course work requirements, and 39 states require aspiring teachers to pass a state-prescribed, standardized test at some point before being certified to teach. The four tables that follow summarize the standards for each state. Yet, the substance and structure of these requirements vary widely across the states. The last section of the report provides individual profiles that describe in greater detail the standards in effect in each of the 50 states in 1989-90.

TABLE 1

Student Standards, 1990

State	Student Testing				High School Grad. Requirements		Other Standards	
	Monitoring	Remediation	Gatekeeping	Funds Distribution	Required Coursework	Exit Test	Attendance	Other
Alabama		X	X		X	X	X	
Alaska	X				X		X	X
Arizona	X		X[a]		X	X[a]	X	
Arkansas	X	X	X		X		X	X
California	X		X[b]	X	X	X[b]	X	
Colorado	X						X	
Connecticut	X	X		X	X		X	
Delaware			X[c]		X	X[c]	X	X
Florida	X	X	X	X	X	X	X	
Georgia	X	X	X		X	X	X	
Hawaii	Being developed		X[a]		X	X[a]	X	X
Idaho	X	X			X		X	X
Illinois	X				X		X	
Indiana	X	X	X		X		X	
Iowa							X	X
Kansas	X				X		X	
Kentucky		X			X		X	X
Louisiana	X	X	X[d]		X	X[d]	X	
Maine	X				X		X	
Maryland		X	X		X	X	X	
Massachusetts	X	X					X	X
Michigan		X		X			X	
Minnesota	X				X		X	X
Mississippi		X			X		X	
Missouri	X				X		X	

TABLE 1 (Continued)

Student Standards, 1990

State	Student Testing				High School Grad. Requirements		Other Standards	
	Monitoring	Remediation	Gatekeeping	Funds Distribution	Required Coursework	Exit Test	Attendance	Other
Montana	X				X		X	
Nebraska	X[b]				X		X	
Nevada		X[c]	X		X	X	X	
New Hampshire	X[c]	X			X		X	
New Jersey	X	X	X	X	X	X	X	
New Mexico	X		X		X	X	X	
New York	X	X	X	X	X	X	X	
North Carolina	X	X	X	X	X	X	X	
North Dakota					X		X	
Ohio	X[b]		X[b,e]		X	X[e]	X	
Oklahoma	X				X		X	
Oregon	X[c]		X[c]		X	X[c]	X	
Pennsylvania		X		X	X		X	
Rhode Island	X				X		X	
South Carolina	X	X	X		X	X	X	
South Dakota	X				X		X	
Tennessee	X		X		X	X	X	
Texas	X		X		X	X	X	X
Utah	X				X		X	
Vermont	X[f]		X[f]		X		X	
Virginia	X		X	X	X	X	X	
Washington	X				X		X	
West Virginia	X				X		X	X
Wisconsin	X[b]				X		X	
Wyoming							X	

[a]Students must meet minimum performance requirements in selected competency areas. Districts select method of assessment.
[b]State requires assessment, but districts choose the test and set competency standards.
[c]State specifies competencies to be tested, but districts set performance standards.
[d]Effective with the Class of 1991.
[e]Effective with the Class of 1994.
[f]Developing a new assessment program that will include nontraditional assessment methods. Competency tests for 8th grade promotion will become optional.

TABLE 2

High School Course Work Requirements, 1990

	Effective with Class of...	Total Units	English	Social Studies	Mathematics	Science	Health and PE	Other
Alabama*	1989	22	4	3	2	2	5	
Alaska	1985	21	4	3	2	2	1	
Arizona	1987	20	4	3	2	2		1[a]
Arkansas	1988	20	4	3[b]	3/2[c]	2/3[c]	1	½
California	1987	13	3	3	2	2	2	1
Colorado	No statewide requirements							
Connecticut	1988	20	4	3	3	2	1	1
Delaware	1987	19	4	3	2	2	1½	
Florida	1987	24	4	3	3	3	½	1½
Georgia	1988	21	4	3	2	2	1	1
Hawaii	1983	20	4	4	2	2	1½	½
Idaho	1988	21	5	2½	2	2	1½	
Illinois	1988	16	3	2	2	1	4½	1
Indiana*	1989	22	4[d]	2	2	2	1½	
Iowa	No statewide requirements						2	
Kansas	1989	21	4	3	2	2	1	
Kentucky	1987	20	4	2	3	3	1	
Louisiana	1989	23	4	3	3	3	2	½
Maine	1989	16	4	2½	2	2	1½	1
Maryland*	1989	20	4	3	3	2	1	1
Massachusetts	No statewide requirements							
Michigan	No statewide requirements							
Minnesota	Pre - 1985	20	4	3	1	1	1 2/3	
Mississippi	Pre - 1985	18	4	2	2	2		
Missouri*	1988	22	3	2	2	2	1	2

TABLE 2 (continued)

High School Course Work Requirements, 1990

	Effective with Class of...	Total Units	English	Social Studies	Mathematics	Science	Health and PE	Other
Montana	1992	20	4	2	2	2	1	2
Nebraska	1988	200 credit hours, 160 hours of which will be prescribed by State Board of Education						
Nevada	1992	22½	4	2	2	2	2½	½
New Hampshire	1989	19¼	4	2½	2	2	1	1
New Jersey	1994	22	4	3	3	2	4	1½
New Mexico	1987	23	5	3	3	2	1	
New York*	1989	18½	4	4	2	2		1
North Carolina	1987	20	4	2	2	2	1	
North Dakota	1985	17	4	3	2	2	1	
Ohio	1987	18	3	2	2	1	1	
Oklahoma	1987	20	4	2	2	2		
Oregon	1988	22	3	3½	2	2	2	1½
Pennsylvania	1989	21	4	3	3	3		2
Rhode Island*	1989	16	4	2	2	2		
South Carolina	1987	20	4	3	3	2	1	
South Dakota	1989	20	4	3	2	2		1
Tennessee	1987	20	4	1½	2	2	1½	
Texas*	1988	21	4	3	3	2	2	
Utah	1988	24	3	3	2	2	1½	2½
Vermont	1989	14½	4	3	..Total of 5..		1½	1
Virginia*	1988	21	4	3	3/2[c]	2/3[c]	2	1
Washington	1989	19	3	2½	2	2	2	2
West Virginia	1985	21	4	3	2	1	1	1
Wisconsin	1989	13	4	3	2	2	2	
Wyoming	Pre-1985	18	Local districts determine course requirements					

* Advanced diploma optional. See state descriptions for requirements.
[a]Effective with the Class of 1994.
[b]One year of practical arts may be substituted for the third year of social studies.
[c]Must take 2 years each of mathematics and science and a third year of either mathematics or science.
[d]The third year of a foreign language may be substituted for the 4th year of English.

TABLE 3

Requirements for Entrance into Teacher Education and Teacher Certification, 1990

	Entrance into Teacher Education		Completion of Teacher Education/Certification					
State	Test	Minimum GPA	Test of Basic Skills	Test of General Knowledge	Test of Professional Knowledge	Test of Specialty Area	Minimum GPA	Entry Year Assistance Program
Alabama	X	X					X	
Alaska								
Arizona	X	X	X		X			
Arkansas	X				X	X	X	
California	X[a]	X[b]	X	X[c]		X[c]		
Colorado	X	X[d]						
Connecticut	X		X		X	X		X
Delaware			X					
Florida	X	X	X		X			X
Georgia	X	X				X		X
Hawaii			X	X	X	X	X	
Idaho			X	X	X		X	
Illinois								
Indiana			X	X	X	X		X
Iowa								
Kansas	X	X	X		X		X	
Kentucky	X	X	X	X	X	X	X	X
Louisiana	X	X	X	X	X	X	X	X[e]
Maine			X	X	X			X
Maryland			X	X	X	X		
Massachusetts								
Michigan		X						
Minnesota			X					
Mississippi	X		X	X	X	X	X	X
Missouri	X	X				X		

TABLE 3 (Continued)

Requirements for Entrance into Teacher Education and Teacher Certification, 1990

	Entrance into Teacher Education		Completion of Teacher Education/Certification					
State	Test	Minimum GPA	Test of Basic Skills	Test of General Knowledge	Test of Professional Knowledge	Test of Speciaity Area	Minimum GPA	Entry Year Assistance Program
Montana			X	X	X		X	
Nebraska			X			X[f]		X
Nevada			X		X	X		
New Hampshire			X					
New Jersey	X	X		X[g]		X		
New Mexico	X		X	X	X			
New York			X	X	X			
North Carolina	X				X	X		X
North Dakota							X	
Ohio								
Oklahoma		X				X	X	X
Oregon	X				X			
Pennsylvania			X	X	X			X
Rhode Island			X	X	X			
South Carolina	X				X	X		X
South Dakota		X						
Tennessee	X		X	X	X	X	X	X
Texas	X				X	X		
Utah								
Vermont								

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TABLE 3 (Continued)

Requirements for Entrance into Teacher Education and Teacher Certification, 1990

	Entrance into Teacher Education		Completion of Teacher Education/Certification					
State	Test	Minimum GPA	Test of Basic Skills	Test of General Knowledge	Test of Professional Knowledge	Test of Specialty Area	Minimum GPA	Entry Year Assistance Program
Virginia			X	X	X	X		X
Washington	X				X[h]			
West Virginia			X		X	X		
Wisconsin								
Wyoming	X	X						

[a]Used for diagnostic purposes. Institutional option for use in admission.
[b]Students must rank in top one-half of their class.
[c]In lieu of completion of approved subject matter preparation program.
[d]Requirement can be met by minimum GPA, class rank, or minimum college entrance test score.
[e]Effective 1990-91.
[f]To be implemented.
[g]For elementary education certification only.
[h]Effective August 1993.

Table 4

State Requirements for Length of the School Day, 1990

	School Day	
State	Grades	Minimum Hours
Alabama	All	6
Alaska	K-3 4-12	4 5
Arizona	K 1-3 4-6 7-8 9-12	2 4 5 6 4 courses
Arkansas	All	5.5
California	Not Defined	Not Defined
Colorado	Not Defined	Not Defined
Connecticut	All	4
Delaware	All	6
Florida	K 1-3 4-12	3 4 5
Georgia	1-3 4-12	4.5 6
Hawaii	All	6
Idaho	1-3 4-6 7-12	4.5 5 5.5
Illinois	1 2-12	4 5
Indiana	1-6 7-12	5 6
Iowa	All	5.5
Kansas	All	6

Table 4 (Continued)

State Requirements for Length of the School Day, 1990

State	School Day	
	Grades	Minimum Hours
Kentucky	All	6
Louisiana	All	5.5
Maine	All	5
Maryland	1-8 9-12	6 6.5
Massachusetts	1-6 7-12	5 5.5
Michigan	Not Defined	Not Defined
Minnesota	K 1-3 4-6 7-12	2.5 5 5.5 6
Mississippi	All	5.5
Missouri	All	3[a]
Montana	K 1-3 4-12	2 4 6
Nebraska	Not Defined	Not Defined
Nevada	1-2 3-6 7-12	4 5 5.5
New Hampshire	1 2-8 9-12	4.5 5.25 5.5
New Jersey	All	4
New Mexico	K 1-6 7-12	2.5 5.5 6
New York	K-6 7-12	5 5.5

[a]And no more than 7

State Profiles

This section of the report describes in detail state-prescribed educational standards in effect in the 1989-90 school year for each of the states. All 50 states provided updated information on their state policies.

The categories covered in the profiles are:

Student Standards

- Testing
- High School Graduation Requirements
- Attendance

Teacher Standards

- Teacher Preparation
- Certification and Relicensing
- Staff Development

School and School District Standards

- Length of School Year (minimum)
- Length of School Day (minimum)
- Curriculum
- Other

Choice

Student Standards

o *Testing*

Students in grades 3, 6, and 9 take basic skills tests in mathematics, reading, and language. Performance standards are established by the state, and test results are used to identify students needing remedial help. This testing program culminates with the Alabama High School Graduation Examination (AHSGE). (See below.)

o *High School Graduation Requirements*

Students may obtain either a standard or advanced diploma. The standard diploma requires 4 units of English, 3 units of social studies, 2 units of mathematics, 2 units of science and 5 units of health and physical education, and 9 electives, which may include 1/2 unit of home and personal management, for a total of 22 units. In addition, students are required to attain computer literacy by participation in related coursework.

The advanced diploma requires 4 units of English; 4 units of social studies, which must include world history; 2 units of one foreign language; 3 units of science, which must include at least 1 unit each in physical science and life science -- the remaining unit must be in physical science or life science; 3 units of mathematics, which must include algebra I, algebra II, and geometry; 1 unit of physical education; 1/2 unit of health education; and 8 1/2 units of electives, which may include 1/2 unit of home and personal management, for a total of 22 units. In addition, students are required to attain computer literacy by participation in related coursework.

Graduates must pass the AHSGE, a basic skills test in mathematics, reading and language in order to receive a diploma. The test is administered in the fall and spring semesters of the 11th and 12th grades.

o *Attendance*

Students must attend school from age 7 through 16.

Teacher Standards

o *Teacher Preparation*

Admission to teacher education programs is based on qualifying scores on the SAT or ACT, a minimum grade point average, and a passing score on the Alabama English Language Proficiency Test. Students must meet a minimum grade point average to complete the program.

o *Certification and Relicensing*

Three classes of certification are available (Class B, A, and AA) based on the type of degree obtained (bachelor's, master's or sixth year) and amount of teaching experience. Initial certification

for teachers is valid for 8 years. Initial certification for instructional support personnel is valid for 10 years. Continuation of certification requires earning additional credits or a prescribed number of years of successful full-time experience and participation in an approved professional development program.

o Staff Development

Participation in an approved professional development program is required for continuation of a teaching certificate. Local school districts determine in-service training needs and submit staff development plans to the State Department of Education for approval.

School and School District Standards

o Length of School Year (Minimum)

175 days

o Length of School Day (Minimum)

Six hours, excluding lunch breaks and class change time. Instruction must take place a minimum of 360 minutes per day.

o Curriculum

Curriculum is mandated for both elementary and secondary education through courses of study which are provided by the State Department of Education.

Choice

No activity reported.

Student Standards

o *Testing*

The state requires each school district to test all students in grades 4, 6, and 8 using the Iowa Tests of Basic Skills.

o *High School Graduation Requirements*

Students must complete 21 units, including 4 of English, 3 of social studies, 2 each of mathematics and science, and 1 of health and physical education.

o *Attendance*

Students must attend school from age 7 through 15.

o *Other*

In order to participate in extracurricular activities, students must pass all of their courses in the previous semester with a minimum grade of D.

Teacher Standards

o *Teacher Preparation*

Criteria for admission to, and completion of, teacher education programs vary by institution.

o *Certification and Relicensing*

All candidates for certification must complete an approved teacher education program. Initial certification is valid for 5 years. Certificate renewal requires teachers to earn 6 additional credits during the 5-year life of the certificate.

o *Staff Development*

Most local school districts require staff development programs and all districts are allocated 10 in-service days a year. In-service courses are approved by the State Department of Education if the district applies for one of the 10 days of released time for in-service training.

School and School District Standards

o *Length of School Year (minimum)*

180 days

Alaska

o *Length of School Day (minimum)*

Grades K-3: 4 hours
Grades 4-12: 5 hours

o *Curriculum*

The state department of education is developing a model curriculum in all subjects for grades K-12 under mandate from the State Board of Education. Local districts may adopt or adapt this curriculum, but must have a curriculum adopted by the local governing board.

Choice

Alaska high school students in tiny villages can attend school in their own town or go to a state-operated residential school in the community of Sitka.

Student Standards

Testing

Students in grades 2 to 11 are tested annually in reading, grammar, and mathematics. The test is a nationally standardized norm-referenced instrument. Students in grades 1 and 11 are tested on a sampling basis.

o High School Graduation Requirements

Students must have a minimum of 20 credits, including 4 of English; 2 each of mathematics and science; 1 1/2 of the essentials, sources, and history of the constitutions of the U.S. and Arizona and instruction in American institutions and ideals in the history of Arizona; 1 of world history/geography; 1/2 of "Essentials and Benefits of the Free Enterprise System"; and 9 credits of additional courses prescribed by the local board. Effective with the class of 1994, students must take 1 credit of fine arts or vocational education, reducing the credits prescribed by the local board to 8.

o Curriculum

Each student must attain at least a sixth grade competency in reading, computation, and written communication skills, as determined by the local district, prior to receiving the standard eighth grade certificate of promotion. Each student must demonstrate an ability to read at the ninth grade level of proficiency, as determined by the local district, prior to graduation from high school.

o Attendance

Students must attend school from age 8 through 16 and complete the 10th grade.

Teacher Standards

o Teacher Preparation

Selection into state teacher education programs is the responsibility of individual institutions based on student grade point average and performance on the Pre-Professional Skills Test. For graduates of state teacher education programs, a passing score on the professional knowledge component of the Arizona Teacher Proficiency Exam (ATPE) is required for certification. All other candidates must pass both the basic skills and professional knowledge parts of the ATPE.

o Certification and Relicensing

Initial certification is valid for 8 years, after which teachers must obtain a master's degree or 40 additional credits. A program of first year on-the-job evaluations of teachers by master teachers was pilot tested in 14 school districts.

Arizona

School and School District Standards

o *Length of School Year (minimum)*

175 days

o *Length of School Day (minimum)*

K: 2 hours
Grades 1-3: 4 hours
Grades 4-6: 5 hours
Grades 7-8: 6 hours
Grades 9-12: 4 courses

o *Curriculum*

The state specifies subject areas to be taught in schools and the grades in which they must be taught.

Choice

High school juniors and seniors can take courses for high school credit at post-secondary institutions. Colleges can set admission requirements, but no other restrictions apply. Costs are assumed by students or the institution receives state aid for the student. High schools lose state aid.

In 1988 the legislature passed a bill repealing tuition payment requirements for interdistrict choice, but it failed in the senate. The bill included the following exceptions: resident districts would have had to pay special education costs to nonresident districts; court-ordered desegregation districts would not have had to accept students if the districts' racial balances were altered; and districts with enrollments to capacity could have refused entrance to students. The bill contained no racial guidelines other than the above provisions for court-ordered or administrative agreement desegregation plans. State aid would have followed students to nonresident districts with local taxes remaining in the resident district. No transportation funds were included.

Student Standards

o *Testing*

All students in grades 3, 6 and 8 are tested in reading and mathematics, and in the latter two grades in language arts, social studies and science. The State Board of Education sets minimum performance goals for diagnostic and monitoring purposes. The state-developed tests are used as diagnostic tools in the 3rd and 6th grade and as a promotion exam for 8th graders. The tests are also used to monitor school performance. If fewer than 85 percent of students in a school meet state-established minimum standards, the school must participate in a state-administered school improvement program.

o *High School Graduation Requirements*

High school students are required to complete 20 units of courses to receive a high school diploma. The courses must include 4 years of English, 3 years of social studies (or 2 years of social studies and 1 year of practical arts), 3 years of mathematics and 2 years of science (or 2 of mathematics and 3 of science), 1/2 year of physical education, 1/2 year of health education, and 1/2 year of fine arts. In addition, each high school senior must take at least 3 academic courses during the senior year.

o *Attendance*

Students must attend school from age 6 through 16. Students cannot leave school until their 17th birthday. State law requires that parents send children to kindergarten at age 5 or file a signed kindergarten waiver form with the local district office.

o *Other*

Each local school district is required to have policies on discipline and homework.

Teacher Standards

o *Teacher Preparation*

Criteria for admission to teacher education programs are established by the State Board of Education. Minimum grade point average and test scores (NTE) are used to evaluate students completing these programs. NCATE (National Council for Accreditation of Teacher Education) is also required. Teacher education candidates must take the Pre-Professional Skills Test (PPST). Teacher education institutions must maintain an 80 percent pass rate on the Professional Knowledge test of the NTE Core Battery and an 80 percent pass rate on each NTE Specialty Area test.

Arkansas

o *Certification and Relicensing*

All candidates for certification must pass the NTE Core Battery Professional Knowledge Test and Specialty Area tests. Passing scores are established by the State Board of Education. A Standard Certificate is valid for 6 years (10 years with a Master's degree) and can be renewed with additional credits or 2 years teaching experience, or a full previous year's experience. Under legislation signed into law in 1984, all Arkansas teachers had to pass a basic skills test in reading, mathematics and writing before June 1987 in order to retain their certification. Persons who failed to comply with this law were required to meet the initial certification requirements or recertification requirements adopted by the State Board of Education.

o *Staff Development*

Local school districts must develop and implement staff development and inservice training plans based on local needs and State Department of Education goals. Local district plans must include staff development, training, and inservice for administrators, teachers, school board members and support staff. The voluntary "Program for Effective Teaching" concentrates on improving the skills of teachers and college of education faculty.

School and School District Standards

o *Accreditation*

The Quality Education Act of 1983 required that a local school district that did not comply with the state's new accreditation standards by June 1987 would be dissolved and annexed to another district. However, it was not necessary to force the consolidation of any district.

o *Length of School Year (minimum)*

The minimum school year is 178 days for students. The requirement for teachers is 185 days.

o *Length of School Day (minimum)*

The minimum length of a school day is 5.5 hours. In addition, high school credits can be given only for courses that meet a minimum of 225 minutes per week (275 for laboratory and vocational courses) for the full school year.

o *Curriculum*

Each accredited school must use course content guides developed by the State Department of Education as minimum standards. The K-8 basic skills continuum is used as the basis for setting minimum performance course content. All accredited high schools must offer a set list of offerings established by the state. The number of required offerings has been increased from 24 to 38 units.

Arkansas

At least 30 of the 38 courses must be provided each year, with all 38 units offered at least once every two years.

o *Other*

Schools must have an average class size [ratio] of 23:1 in grades 1-3 and 25:1 in grades 4-6. Required ratios for guidance counselors are 450:1. Teachers in grades 7-12 will have no more than 150 students per day with a limit of 30 per class.

Choice

The Arkansas School Choice Law allows students to attend nonresident districts with state aid following as long as racial balance is maintained.

Student Standards

o *Testing*

The California Assessment Program annually tests all public school students in grades 3, 6, 8, and 12 in English-language arts (reading and written expression) and mathematics. It also includes a direct (essay) assessment of writing at grades 8 and 12, and measures achievement in history-social science and science at grade 8. Physical performance testing was introduced at grades 5, 7, and 9 in 1989. Tests of science and history-social science will be added at grades 6 and 12 in 1990 and 1991. Also under development are a direct writing assessment for addition to the grade 6 test in 1991, and health tests for grades 3, 8, and 12.

The Golden State Examination (GSE) is a unique incentive program designed to encourage able but unmotivated students to take and do well in college-preparatory courses by measuring end-of-course achievement and recognizing honors-level work on the high school diploma. Students who do well on the voluntary end-of-course examinations are recognized by the state department of education, their schools, and representatives of business and industry. Examinations in first-year algebra and geometry have been administered each year since 1987, U.S. history and economics will be added in 1990, and examinations in chemistry and biology will be added in 1991. Additional exams will be developed in foreign language, English literature, composition, and health science as funding is provided by the legislature.

School districts are required to develop or select appropriate proficiency tests in reading, writing, and computation, and administer them once between grades 4-6, once between grades 7-9, and twice between grades 10-11. As mentioned below, students must pass their school district's minimum competency test before they graduate from high school.

o *High School Graduation Requirements*

California abolished statewide course requirements for a high school diploma in 1969 and reinstated them in 1983. Graduating seniors must now complete 3 years each of English and social studies, 2 years each of mathematics, science and physical education, and 1 year of either fine arts or a foreign language. The State Board of Education also adopted model graduation requirements in 1983 which require 1 additional year of English, mathematics, and foreign language, 1 year of visual or performing arts and 1/2 year of computer studies.

Students must pass their local school district's minimum competency test before they graduate from high school.

o *Attendance*

Students must attend school from age 6 through 18 or graduation, whichever occurs first.

o *Other*

Legislation gives teachers the authority to require suspended students to make up missed work, permits local school districts to adopt policies to fail students for excessive absences, requires districts to establish promotion and retention policies, provides for mandatory expulsion and suspension of students for serious violations, and gives more school administrators the authority to suspend students.

Teacher Standards

o *Teacher Preparation*

Admission standards are established, and vary, by institution. However, there are required admission standards (including those established by state law) for all California professional teacher preparation programs. Applicants must be (a) in the top half of their class, (b) present other indicators of academic achievement (such as demonstrated ability to work with children), and (c) take the California Basic Education Skills Test (CBEST). Although the law requires that the test be used for diagnostic purposes, some institutions may require a passing score (as set by the state) before a student is admitted to either a teacher education program or to student teaching. Currently, the California State University (CSU), the California State Department of Education, and the California Commission on Teacher Credentialing (CTC) are exploring new assessment strategies related to teacher induction and credentialing.

o *Certification and Relicensing*

Subject matter competency can be demonstrated in two ways: (1) passage of a California Commission on Teacher Credentialing (CTC) approved examination (which at this time is NTE), or (2) completion of an approved subject matter preparation program. Applicants must also pass the California Basic Educational Skills Test (CBEST). Preliminary certification is granted for 5 years. A Clear Credential is issued only after completion of a fifth year of study. Teachers must complete 150 hours of staff development, and complete 1/2 year of professional service as a condition for renewing the Clear Credential. Alternative certification requires the following: (1) CBEST and NTE, and (2) a Baccalaureate degree with a major and minor subject area specialization in the field of assignment.

o *Staff Development*

Staff development is a requirement for certification renewal and salary advancement. Certified teachers are evaluated at least biannually. Inservice programs are offered by the state through teacher, resource, and professional development centers; county and district offices; and institutions of higher education. California spends close to $2 billion annually on Professional Development Activities. Two important state-funded sources are the State's Mentor Teacher Program ($67 million) and the California Professional Development Program ($20 million).

California

School and School District Standards

o Length of School Year (minimum)

The minimum school year is 175 days, but districts that lengthen their school year to 180 days qualify for additional state funding.

o Length of School Day (minimum)

School districts receive "longer day" financial incentives for offering total instructional "minutes per year" (MPY) of 36,000 MPY for kindergarten, 50,400 MPY for grades 1-3, 54,000 MPY for grades 4-6, and 64,800 MPY for grades 9-12.

Districts that offered more than the foregoing number of minutes in a given grade level during 1982-83 must maintain the longer 1982-83 offering to retain the incentive. If those same districts reduce the offering below their "longer" 1982-83 level (maintenance of effort), all incentive funds are forfeited, as well as all revenue limit adjustments for cost of living.

o Curriculum

The state will establish curriculum goals for each of the courses mandated for high school graduation.

Choice

Current law allows K-6 students to attend school in a district other than that of residence in which one parent works, as long as neither district's desegregation plan is negatively impacted and the receiving district is not negatively impacted fiscally; also, the district of residence may limit the number of students who transfer out to a specified percentage of its enrollment. Current law also provides mechanisms whereby districts may enter into their own interdistrict attendance agreements and whereby a student may request consideration of an individual transfer request. The state also encourages districts to develop numerous alternative programs open to all district students, including magnet schools, schools-within-schools, and specialty schools. Currently, several pieces of legislation regarding choice are being considered by the legislature. These bills, respectively, propose to: create a block grant program to assist districts in establishing interdistrict attendance agreements; include choice as one component of restructuring efforts; and involve parents and teachers in the development of alternative programs, including choice.

Student Standards

o *Testing*

The Colorado Student Assessment Program measures the knowledge, skills, abilities, and achievement of statewide samples of students in selected grades using a variety of measures on a cyclical basis. Results are reported for the state as a whole and by various demographic variables. Results are not reported by individual schools or school districts. If a school is selected for the state sample, participation is required.

Each school is required to report to the public its results from a standardized, nationally norm-referenced achievement test battery for at least one grade in the building. Local districts select the grades to be reported, the achievement test battery to be used, and when the testing will take place during the school year (fall, winter, or spring). Results must be reported for gender and racial/ethnic groups, except when a group of students is made up of ten or fewer students. The results also must be reported in accordance with the Standard Reporting Procedures adopted by the State Board of Education.

Local districts have the option of testing students for competency purposes. The scope of the tests is determined locally and school districts decide whether to use these tests as a requirement for high school graduation. If a test is used as a graduation requirement, districts must provide remediation to students not passing the test. Also, it must be given twice each school year beginning in the ninth grade.

o *High School Graduation Requirements*

Local school districts determine the number and type of courses required for high school graduation and the use of competency requirements.

o *Attendance*

Students must attend school from age 7 through 15.

Teacher Standards

o *Teacher Preparation*

The State Board of Education prescribes the requirements for admission to teacher education in Colorado institutions. Applicants must 1) provide evidence of having worked successfully with children or young people, 2) pass a basic skills examination which consists of computational skills, oral and written English, and 3) rank in the top two quartiles of the candidate's graduating high school class, or score at or above 19 on the ACT or 820 on the SAT, or have a GPA of 2.5 on a 4.0 scale for at least 30 semester hours of the most recent college work. Preparing institutions may establish additional admissions standards.

Colorado

An institutional recommendation is required to complete teacher certification. Some institutions have established additional admissions standards.

o *Certification and Recertification*

The initial certificate is valid for five years and is based on the completion of a state-approved teacher education program at an accredited institution. Out-of-state applicants must complete a state-approved program at a regionally accredited institution. The program must be comparable to Colorado approved programs. Colorado does not currently participate in interstate reciprocity programs. All certificates are renewable upon completion of six semester hours of college/university and inservice credit.

o *Staff Development*

Staff development is not required by the state. A maximum of 4 hours of in-service credits can be used to meet certificate renewal requirements.

School and School District Standards

o *Length of School Year (minimum)*

Elementary schools must schedule 990 hours of instruction and provide 968 hours of instruction. Secondary schools must schedule 1,080 hours of instruction and provide 1,056 hours of instruction.

o *Length of School Day (minimum)*

Schools must meet the hours requirements cited above during the school year.

o *Curriculum Requirements*

Elementary/Middle School/Junior High. The program of studies must include, but is not limited to: language arts, social studies, science, mathematics, fine arts, health and safety, and physical education.

Senior High. The program of studies must include at least 30 units of work appropriately distributed among the following: language arts, social studies, science, mathematics, foreign language, fine arts, vocational and practical arts, health and safety, and physical education.

Choice

Unsuccessful high school students can attend a designated "Second Chance Center" within their resident district or another district if accepted by the non-resident district's board of education. The students are included in the funding count of the district of attendance. A 1988 bill passed that

carries a post-secondary options provision. Eleventh and twelfth graders may attend college classes as long as the courses meet high school graduation requirements. Districts and post-secondary institutions must agree on a funding method. Students can obtain high school or college credit, or both.

Choice bills failed in both 1988 and 1989. The failed 1988 bill, which would have mandated acceptance of nonresident students in public schools outside their district of residence, was met with intense opposition, especially by local school boards who saw it as an attack on local control. The bill, which proposed intra- and interdistrict choice regardless of attendance boundaries, included transportation to the border of the nonresident district, but no desegregation or racial guidelines. The 1989 bill would have mandated intra-district choice, with provisions for maintaining court-approved desegregation plans. Interdistrict choice would have been optional and determined by local boards of education. The bill was also widely opposed by the education community.

Student Standards

o *Testing*

The Connecticut Mastery Testing Program test students in grades 4, 6, and 8. The tests cover a comprehensive range of basic and higher order skills in reading, mathematics and language arts, including a writing sample. The tests are used for monitoring and diagnostic purposes and to identify students who are eligible to participate in the state-funded compensatory education program. The state does not set minimum competency standards for promotion or graduation.

o *High School Graduation Requirements*

Students must complete a minimum of 20 credits, which include 4 credits in English, 3 credits each in mathematics and social studies, 2 credits in science, 1 credit in physical education, and 1 credit in the arts/vocational education. Local school districts are to determine what courses are applicable to meet the minimum requirements. The primary orientation of the curriculum of applicable credits must be directly related to the subject matter of the specified courses.

o *Attendance*

Students must attend school from age 7 through 15.

Teacher Standards

o *Teacher Preparation*

State laws mandate a series of teacher assessments to ensure that each beginning teacher has: (1) essential skills in reading, writing, and mathematics; (2) subject knowledge competence; and (3) professional knowledge competence. Individuals seeking formal admission to teacher preparation programs, as well as certification candidates currently seeking initial certification, must fulfill the Connecticut Competency Examination for Prospective Teachers (CONNCEPT) which addresses essential skills.

o *Certification and Relicensing*

Subject matter testing (CONNTENT) is currently being phased in and will be completed no later than December 1, 1990. This requirement affects individuals seeking an initial educator certificate, as well as currently employed teachers seeking additional subject area endorsements. The assessment of professional knowledge competence is also currently being developed and is scheduled to be implemented in the 1989-90 school year. Assessment is accomplished through the Beginning Educator Support and Training Program, Connecticut's comprehensive induction program for beginning teachers. Its two components include: (1) support through the assignment of a mentor teacher to each beginning teacher, and (2) assessment for provisional certification. In addition to professional knowledge clinical assessments, the state is currently developing assessment center approaches for evaluating a teacher's subject matter/pedagogical knowledge through the use of semi-

structured interviews. Connecticut's design and development of innovative methods of teacher assessment provided a catalyst for establishing the Interstate Consortium for Support and Assessment which is housed with the Chief State School Officer program of professional development. Connecticut, California, and the Stanford University Teacher Assessment Project are charter members of this new consortia.

o *Staff Development*

Ongoing and systematic professional development is a major commitment of the State Board of Education. The centerpiece of this effort is the State Department of Education's Institute of Teaching and Learning. Courses have been offered in a number of instructional areas. The Institute has also presented conferences and workshops on topics related to regular and special student needs.

A new and significant program of the Institute is the Connecticut Principal's Academy. The program provides workshops and conferences aimed at improving the skills of public school principals. There are also numerous professional development activities at the local district level. Each district has implemented its five year plan aimed at meeting the needs of its teachers and administrators. Each plan was developed by local boards of education with the advice and assistance of the teachers employed in the district.

School and School District Standards

o *Length of School Day (minimum)*

At least 4 hours of school work. Minimum class periods are 40 minutes at the high school level (grades 9-12) in order for the school to grant a full credit for a course.

o *Length of School Year (minimum)*

180 days and 900 hours of actual school work.

o *Curriculum*

The State Board of Education adopted Connecticut's Common Core of Learning "as its standard of an educated citizen and as its policy on the skills, knowledge, and attitudes that are expected of public secondary school graduates." The Common Core includes specific student outcomes in three areas. The first is "Attributes and Attitudes" and includes self-concept, motivation and persistence, responsibility and self-reliance, intellectual curiosity, interpersonal relations, sense of community, and moral and ethical values. The second area, "Skills and Competencies," includes reading, writing, speaking, listening, quantitative skills, reasoning and problem solving, and learning skills. The third area, "Understandings and Applications," includes the arts, careers and vocations, cultures and languages, history and social science, literature, mathematics, physical development and health, science and technology.

Connecticut

The Common Core is not a curriculum. Each district's curriculum will be more comprehensive and specific, including a wide range of learning experiences and instructional strategies. The Common Core is a statement of the student outcomes expected to result from the entire K-12 school experience. It was developed to influence curriculum by generating discussion and stimulating change in school programs, student objectives, resource allocations, and teaching. The Common Core is neither a state mandate nor a condition for graduation. It provides a statement of expectations and a catalyst for school improvement.

Choice

State officials want to stimulate high quality education by combining desegregation and interdistrict choice. Cumulatively, 14 districts contain 78.8 percent of all minority students. Since it is difficult to mix children racially in the cities, cross district choice is the state approach to desegregation. The state is providing grants as incentives for participation.

Interdistrict state grants established several years ago to aid districts with declining enrollment have been amended to provide funds for districts to develop interdistrict schools of choice to enhance integration. The state is also considering using existing construction grants to fund schools for desegregation efforts between two or more districts or within a district. Empty state college and university buildings are also possibilities for new school sites.

Student Standards

o Testing

Students must be certified as having met minimal performance requirements by their local school district as a requirement for high school graduation (see below).

o High School Graduation Requirements

19 units are required for graduation, including 4 years of English, 3 years of social studies, 2 years each of mathematics and science, and 1 1/2 years of health and physical education. The state also recommends that college-bound students take 3 years each of mathematics, science and foreign language and 1/2 credit of computer programming or computer science.

Students must also be certified as having met the minimal performance requirements in reading, writing and mathematics. The State Department of Education established the competencies and local districts set the performance level required for these competencies.

o Attendance

Students must attend school from age 6 through 15. Legislation mandates kindergarten attendance.

o Other

Student athletes must pass four regular courses, including two core courses, to be eligible for interscholastic sports.

Teacher Standards

o Teacher Preparation

Admission criteria for teacher education programs are set by individual institutions.

o Certification and Relicensing

Candidates for the initial teaching certificate must pass the Pre-Professional Skills Test covering reading, writing and mathematics. This certificate is valid for 5 years. The Professional Status certificate is issued after 3 years of teaching experience and is valid for as long as the teacher teaches in the same area.

o Staff Development

The State Department of Education coordinates a large offering of inservice programs conducted by the state and local school districts. State approved inservice programs can be used as

part of the credit requirements to advance on the statewide salary schedule.

School and School District Standards

o *Length of School Year (minimum)*

180 days - 185 teacher days

o *Length of School day (minimum)*

6 hours for grades 1-12, exclusive of lunch

o *Curriculum*

Local school districts must incorporate the state-established basic skills performance competencies for high school graduation into their overall elementary, middle, junior and senior high school curricula with each school district certifying students as meeting the requirements. Program objectives and performance standards have been developed for all courses and subject areas, grades K-12.

Choice

No activity reported.

Student Standards

o *Testing*

The State Student Assessment Test (SSAT) assesses student performance in selected basic skill areas and in the application of basic skills. Part I (SSAT-I) tests students in grades 3, 5, 8 and 10 in reading, writing and mathematics, based upon statewide minimum student performance standards in these areas. Test results are used to monitor student performance, to identify students in need of remediation, and to allocate state compensatory education aid.

Part II (SSAT-II) of the test measures the ability of l0th grade students to apply knowledge in communications skills and mathematics to realistic situations. Passing SSAT-II is a high school graduation requirement. Students have five opportunities to pass SSAT II, once while in the tenth grade, during the two administrations while 11th graders and the two administrations while 12th graders. If the student still has not passed the test, the student may enroll in adult courses after receiving a certificate of completion from high school. No graduation diploma is awarded until SSAT II is passed.

Statewide student performance standards have been developed in science, computer literacy, history, government, geography, and economics for grades 3, 5, 8 and 11. Statewide student performance standards of excellence in mathematics, science, social studies and writing have been approved by the State Board of Education and each of Florida's 67 school districts is required to adopt policies to ensure that appropriate students receive instruction based upon these standards. These standards of excellence are designed for students who excel in academic performance.

o *High School Graduation Requirements*

Students must complete a minimum of 24 credits, including 4 in English; 3 each in mathematics, science (2 of which must have a laboratory component), and social studies; and 1/2 credit each in vocational education, performing fine arts, life management skills and physical education. No more than 9 credits in remedial and compensatory courses may be counted as elective credits toward graduation. In addition, students must maintain a 1.5 cumulative grade point average on a 4.0 scale in required courses counted as credit for graduation. Passing the SSAT-II (see Testing above) has been a requirement for high school graduation since 1983.

o *Attendance*

Students must attend school from age 6 through 16. In order to ensure that students spend more time in high school, legislation funded additional dollars for students in grades 9-12 to attend 7 periods per day starting on a voluntary basis.

Florida

Teacher Standards

o Teacher Preparation

Prospective teacher education students must achieve a state-established minimum score on the SAT or ACT and meet minimum grade point average and other requirements set by individual institutions. Schools may waive the testing requirement for 10 percent of their applicants who may be admitted on a probational basis and provided with remedial services. High school teachers must take a minimum of 30 semester hours in upper division specialization courses outside the school of education.

o Certification and Relicensing

Teaching candidates must pass the Florida Teacher Certification Exam which measures basic skills, professional education competencies and writing skills. Before receiving an initial certificate valid for 5 years, beginning teachers must complete a year-long Beginning Teacher Program. This program requires one year of supervision and the evaluation of a number of generic competencies through a "performance measurement system." Additional credits or inservice in lieu of credits are required for recertification.

o Staff Development

Local school district inservice education programs are required and approved programs are funded by the state. Inservice activities are coordinated with the annual evaluations of all teachers and principals and inservice points may be used for recertification.

School and School District Standards

o Length of School Year (minimum)

180 days

o Length of School Day (minimum)

K: 3 hrs.
Grades 1-3: 4 hrs.
Grades 4-12: 5 hrs.

Districts are given a financial incentive to offer six 60-minute periods or seven 50-minute periods, rather than the existing six, 50-minute periods.

Florida

o Curriculum

The state requires that all districts adopt student performance standards for each academic course in grades 9-12 required for high school graduation. These standards will augment state-adopted minimum student performance standards established for grades 3, 5, 8, and 11. (See section on Student Testing.) Curriculum frameworks developed by the State Department of Education are designed to ensure greater consistency in curriculum and instruction across school districts. Frameworks have been adopted for all courses available to be offered in grades 6 through 12.

Legislation establishes Minimum Student Performance Standards in computer literacy. Computer literacy must be integrated into the curriculum of grades 4-8 where resources exist. High schools are advised to offer courses from a Computer Education Curriculum Framework designed by the state.

Choice

The state provides financial incentives for community colleges to accept high school students for dual credit. High schools and community colleges both count student participants for state funds, but the state weights the college's full-time equivalent funding by one-fourth per high school student. The college board of trustees and the local school board must agree on the program and establish the college admissions criteria. The number of participants in the program has been growing. Officials say the program has inspired students who were bored or needed to be challenged to remain in school. High school students had higher grades in college than freshmen.

Student Standards

o Testing

Georgia established a state testing program with the primary aim of providing information to teachers, students, parents, citizens, and policy and decision makers. Information is collected to answer questions regarding the extent to which students are acquiring knowledge and skills essential to learning. The information is used to aid teachers and administrators in instructional planning, to aid students and their parents in personal decision making, and to aid both educators and the general public in evaluating the effectiveness of educational programs.

With the implementation of the 1985 Quality Basic Education Act (QBE), the assessment program was revised and expanded to include criterion- referenced tests (CRTs) in reading and mathematics for all students in grades 1, 3, 6, and 8 (optional: grades 2 and 4) as well as writing assessment in grades 6 and 8. Basic Skills Tests (BSTs), which assess reading, mathematics, and writing, are administered to high school students beginning in the 10th grade. Passing the BSTs is one of the state requirements to receive a regular high school diploma and the 3rd grade CRT is the state requirement for admission into 4th grade.

The CRTs measure a student's achievement of specific objectives based on the state curriculum, the results of which primarily are used to customize each student's learning program with his or her specific needs. The CRTs are written, reviewed, and revised by Georgia educators.

All students are assessed with a readiness assessment prior to entering first grade with an assessment developed by committees of Georgia educators. This assessment consists of a behavioral observation checklist and a series of structured assessment activities and is administered by the classroom teacher.

Norm referenced testing (NRT) is also required by QBE. The NRTs include the Iowa Test of Basic Skills, administered in grades 2, 4, and 7, and the Tests of Achievement and Proficiency, administered in grade 9. The results are used to determine how students in Georgia are doing compared to other students around the country.

o High School Graduation Requirements

Students must complete 21 units for graduation, including 4 years of English, 3 years of social studies, 2 years each of mathematics and science, 1 year of health and physical education, and may choose 1 unit from computer education, fine arts, vocational education, or JROTC. Graduating seniors must pass the Georgia Basic Skills Test at some time between 10th and 12th grade. This criterion-referenced test covers reading, mathematics and problem-solving. The Class of 1990 will also have to pass the writing portion of the Basic Skills Test.

Georgia

o Attendance

Students must attend school from age 7 through 15. Students may begin kindergarten at age five. Once a student attends for 20 days or more, the student comes under the compulsory school attendance law.

Teacher Standards

o Teacher Preparation

Criteria for admission to teacher education programs vary by institution, although, for state institutions, the state requires a minimum GPA of 2.5 on a 4.0 scale, passing the Regents Examination, and demonstration of competence in communications skills.

Georgia is revising general criteria and procedures for evaluating professional education units. These revisions correspond to the redesigned NCATE standards. The state is also seeking recognition by NCATE of its specialty area criteria.

Program criteria for each of the teaching fields are revised every ten years. During the last several such revisions it has been noted that committees have recommended, and the Georgia Board has approved, criteria that contain more objectivity and that are aimed toward the achievement of high standards of quality. The state General Assembly authorized, and the Board of Education adopted, an alternate route leading to professional certification of teachers in the "critical" fields of mathematics, science, and foreign language. Not only is there a reduction by five quarter hours in an educational foundations course, but the Board provided also that the 35 quarter hour required sequence could be completed through state approved staff development courses offered by LEAs. Such coursework must follow course syllabi adopted by the state.

o Teacher Certification

Georgia's performance-based certification system has two components: the Georgia Teacher Certification Test, which measures subject matter knowledge, and an on-the-job assessment of new teachers using state-developed Teacher Performance Assessment Instruments (TPAI). New teachers may teach for only one year without passing the test. Candidates receive a non-renewable certificate valid for 3 years, during which time they must demonstrate acceptable performance on 8 generic competencies. Teachers then receive a performance based certificate good for 5 years. The TPAI may be exempted under certain conditions. To qualify, a candidate must have 5 or more years of full-time teaching experience in regionally accredited schools while holding a professional teaching certificate. The exemption is finalized upon completion of two successful annual evaluations on the Georgia Teacher Evaluation Project (GTEP) by the candidate. Individuals who meet the criteria for the TPAI exemption will convert to the professional renewable teaching certificate. Certificate renewal requires additional credits or inservice training; professional certificates are valid for 5 years. Advanced certificates beyond the master's degree level require 3 years of teaching experience and advanced degrees.

Georgia

o *Staff Development*

Georgia's legislative reform package mandates that all LEAs annually prepare a comprehensive plan for staff development that provides opportunities for all school personnel to continue their professional development throughout their careers. Total state funding for FY 90 is $25,437,396.

School and School District Standards

o *Length of School Year (minimum)*

A minimum of 180 days of instruction is required in each school year. The minimum school year for teachers is 190 days. The State Board of Education, through policy and standards, requires local districts to use no more than 3 days for school-sponsored, non-instructional activities and no more than 10 days for school-sponsored activities.

o *Length of School Day (minimum)*

Grades 1-3: 4.5 hours
Grades 4-12: 6 hours

o *Curriculum*

LEAs are currently basing instruction on the Quality Core Curriculum (QCC) for Georgia's Public Schools. This document is a collection of objectives/skills by grade level for all curriculum areas taught in grades K-12. QCC is the mandated curriculum guidelines adopted by the Georgia Board of Education.

Choice

No activity reported.

Student Standards

o *Testing*

Hawaii is developing a statewide competency-based testing program focused on achievement in grades 3, 6, 8, and 10.

o *High School Graduation Standards*

Graduating seniors must complete 20 units, including 4 years each of English and social studies, 2 years each of mathematics and science, 1 1/2 year of health and physical education and 1/2 year of guidance. In addition, students must pass a test or demonstrate in another manner their mastery of 15 competencies. Seniors must receive computer experience before they graduate.

o *Attendance*

Students must attend school from age 6 through 17.

o *Other*

A statewide disciplinary code defines student offenses and specifies the actions to be taken.

Teacher Standards

o *Teacher Preparation*

Admission to teacher education programs varies by institution based on minimum grade point average and test scores. A state-determined minimum grade point average is required to complete these programs.

o *Certification and Relicensing*

A 2 year initial certificate is granted to graduates of state-approved teacher education programs who also pass the NTE Core Battery and Special Area tests. The beginning teacher's performance is observed at frequent intervals for this period. After completing 2 years of successful teaching, an individual receives either a Basic Certificate (4-year teacher education program) or a Professional Certificate (fifth year teacher education or a master's degree).

o *Staff Development*

Inservice training is provided for all school employees. Inservice credits can be applied toward salary increments, but training is not specifically tied to certificate renewal.

Hawaii

School and School District Standards

o *Length of School Year (minimum)*

180 days

o *Length of the School Day (minimum)*

6 hours

o *Curriculum*

The state requires that local district curriculum focus on skills set forth in the Foundation Program consisting of eight major learning outcomes. The State Department of Education provides curriculum guidelines for grades K-12.

Choice

No activity reported.

Student Standards

o *Testing*

Local school districts must test all 6th, 8th, and 11th grade students on a standardized achievement test provided by the state. Scores are used to compare achievement statewide and to develop remedial programs.

o *High School Graduation Requirements*

Students must complete a total of 21 units, including 5 years of English (including 1 semester courses in speech and reading), 5 semesters of social studies, 2 years of humanities, foreign language or fine arts, 1 1/2 years of physical education, 2 years of science, and 2 years of mathematics or computer science. Students must achieve a "C" average in 14 core requirements before a diploma is awarded, or score above the cutoff point for the lowest quartile on the 11th grade statewide achievement test.

o *Attendance*

Students must attend school from age 7 through 15. High school students must attend 90 percent of the class sessions to receive credit for the course. The State Board of Education has asked local school districts to establish attendance requirements for elementary school students.

Teacher Standards

o *Teacher Preparation*

Requirements for admission to teacher education programs vary by institution. Students must achieve a state-established minimum grade point average to complete the programs.

o *Certification and Relicensing*

All applicants for initial certification and for renewal of elapsed certificates must pass the NTE Core Battery (General Knowledge, Basic Skills, and Professional Knowledge tests). Initial certification, granted upon completion of an approved teacher education program and meeting the testing requirements, is valid for 5 years. Teachers must complete 6 credits for recertification, half of which may be earned through inservice programs. An advanced certificate, also valid for 5 years, requires a master's degree for a fifth year of education.

o *Staff Development*

Local school districts must develop and implement District Professional Development Plans which are submitted and approved annually.

Idaho

School and School District Standards

o *Length of School Year (minimum)*

180 days

o *Length of School Day (minimum)*

Grades 1-3: 270 minutes per day
Grades 4-6: 300 minutes per day
Grades 7-12: 330 minutes per day

All high school students must maintain a class schedule of 330 minutes per day, even if they have satisfied high school graduation requirements. An exception is authorized for those students enrolled in approved Alternative High School Programs and who meet specific "At Risk" criteria.

o *Curriculum*

Secondary accreditation and elementary approval programs establish the minimum curricular standards for Idaho schools. All schools are required to participate in the evaluation and reporting process and are rated accordingly. There are no financial penalties for not being fully approved or even dropped from the list of approved schools.

o *Other*

The legislature has asked all local school districts to develop disciplinary policies.

Choice

Current law, operating for over 20 years, allows local school districts to establish policy on parental choice within a school district, and permits a school district to waive non-resident tuition between districts. A large majority of the 115 school districts do not charge tuition for non-resident pupils. Less than a dozen school districts permit parental choice within the school district. It should be noted that 64 of the 115 school districts enroll less than 500 pupils in grades K-12.

ILLINOIS

Student Standards

o *Testing*

The Illinois Goal Assessment Program (IGAP) is designed to assess the progress being made toward meeting the Illinois State Goals for Learning and to chart trend data on these goals over time. IGAP meets the assessment requirements of 1985 legislation which, for the first time in the state's history, required State Goals for Learning to be identified and assessed in six areas: language arts, mathematics, biological and physical sciences, social sciences, fine arts, and physical development/health. Annual assessment of all third, sixth, eighth, and eleventh grade students is required, except for those students in special education. Begun in 1988, this assessment will be completely phased in by 1993.

IGAP produces school, district, and state reports. The General Assembly and State Board of Education will use the information for education policy and legislative purposes. Schools and districts can use the information they receive, along with their local assessment data, to determine how they are doing relative to state goals and their own district objectives, to inform their communities of their achievement, and to develop their school improvement plans.

o *High School Graduation Requirements*

Students must take 3 years of English/Language Arts; 2 years of mathematics, one of which may be related to computer technology; 1 year of science; 2 years of social studies, of which at least one must be history of the U.S. or a combination of history of the U.S. and American Government; 1 year of either music, art, foreign language and/or vocational education; 1 semester of health education; 9 weeks of consumer education; and 30 hours of classroom instruction in driver education and 6 hours of behind-the-wheel instruction in driver education. Additional requirements are determined by local boards.

o *Attendance*

Students must attend school from age 7 through 15.

Teacher Standards

o *Teacher Preparation*

The use of tests and minimum grade point averages for admission to and completion of teacher education programs varies by institution. The state has revised its standards on admission, retention and recommendation for certification to make more rigorous and uniform the standards used by the 54 teacher education institutions.

Illinois

o *Certification and Relicensing*

Upon completion of an approved teacher education program, teachers receive a Standard Certificate which is renewable every 4 years through registration and payment of fees.

o *Staff Development*

Although there are no state inservice training requirements, all local school districts and regional State Department of Education staff provide inservice/staff development programs.

School and School District Standards

o *Length of School Year (minimum)*

176 days of actual pupil attendance

o *Length of School Day (minimum)*

Grade 1: 4 hours
Grades 2-12: 5 hours

o *Curriculum*

The state establishes State Goals for Learning in six learning areas. Districts are required to develop Learning Objectives consistent with these Goals, assess students on the objectives at grades 3, 6, 8, and 11, and make program revisions based on the assessment results.

Choice

In 1988 the Chicago reform legislation directs the State Board of Education to study and develop incentive programs allowing families to apply for enrollment in any school in a district or sub-district in Chicago. The Chicago School District is required to phase-in open enrollment beginning in the 1991-92 school year, after reviewing the report submitted by the State Board of Education.

Student Standards

o *Testing*

ISTEP (Indiana Statewide Testing for Educational Progress) tests students in grades 1, 2, 3, 6, 8, 9, and 11 in English/language arts, mathematics, social studies, and science. The State Board of Education has adopted state achievement standards for mathematics and English/language arts for grades 1-8. Students scoring below the state achievement standards (yet no more than 16 percent of the state's students) will be required to attend a summer remediation program. A waiver of the remediation program is available in certain instances. Any student who, after summer remediation and retesting, still scores below the state standards must be retained for one school year. A waiver of the retention requirement is also available in limited instances.

o *High School Graduation Requirements*

Graduating high school seniors must complete 4 years of English, 2 of social studies, 2 of mathematics, 2 of science, 1 of basic physical education, 1/2 year of health and safety (total 22 units) plus 16 credits earned as electives from these and other areas of study, for a total of 38 units. Additionally, students must attend 7 semesters in grades 9-12 in order to graduate. However, a waiver of this requirement is available. The third year of a foreign language can be substituted for the fourth year of English.

An academic honors diploma is available to those students in the class of 1989 who earn 47 credits as follows: 4 years of English and mathematics, 3 or 4 years of a foreign language, 3 years of social studies and science, 1 year of fine arts and basic physical education, 1/2 year of health and safety (total 38 or 40 credits), plus 7 or 9 credits of electives. Additionally, only courses in which a student has earned a grade of C or above may count toward an academic honors diploma and only courses in the highest academic track may count toward an academic honors diploma. A student's GPA must be a B or above.

o *Attendance*

Students must attend school from age 7 until the date of graduation, or until the student reaches the age of 17, or reaches the age of 16 and has written parent or guardian permission to withdraw.

Teacher Standards

o *Teacher Preparation*

Requirements for admission to and completion of teacher education programs vary by institution, although all institutions have developed programs which incorporate the minimum standards established by the State Board of Education. The standards for teacher preparation

programs parallel the standards established by the National Council for Accreditation of Teacher Education (NCATE).

o *Certification and Relicensing*

Graduates of approved teacher education programs receive an initial Standard License, valid for 5 years and which can be renewed for another 5 years with additional credits. Teachers may obtain professional licenses upon completion of a master's degree and 5 years teaching experience or may renew the Standard License every 5 years with additional credits required for each renewal. The State Board of Education has established a legislatively mandated system for license renewal that does not require completion of a master's degree.

Applicants for the initial Standard License must pass a teacher license examination which tests communication skills, general knowledge, and professional knowledge (NTE Core Battery). Applicants must also pass NTE subject matter tests.

A school corporation may not employ an individual with an initial Standard License issued after March 31, 1988 unless the individual has completed or is participating in a beginning teacher internship program or has at least two years teaching experience outside of Indiana. The beginning teacher internship program involves the appointment of a mentor who assists and provides guidance to the beginning teacher in attaining excellence in teaching.

o *Staff Development*

Local school districts design and offer their own inservice programs. As part of the new licensing system, the State Board of Education has developed a continuing education plan for teachers and administrators for lifelong learning and professional development.

Each school corporation is required to develop and implement a staff performance evaluation plan to evaluate the performance of each certified employee. Each plan must provide for the improvement of the performance of the individuals evaluated, must provide for the growth and development of the individuals evaluated, must require periodic assessment of the effectiveness of the plan, must provide for the evaluation of non-permanent and semi-permanent teachers, and may provide a basis for making employment decisions.

School and School District Standards

o *Length of School Year (minimum)*

180 days

o *Length of School Day (minimum)*

Grades 1-6: 5 hours
Grades 7-12: 6 hours

Indiana

o *Curriculum*

The state specifies subject areas to be covered in elementary, middle and junior high school curriculum. The state mandates a minimum curriculum for high schools.

o *Other*

Legislation established a performance-based accreditation system; a performance-based awards program; an educational opportunity program for at-risk students; a committee on educational attitudes, motivation and parental involvement; and a loan repayment program for minority teachers.

Choice

No activity reported.

Student Standards

o *Testing*

There are currently no state testing requirements.

o *High School Graduation Requirements*

The number and types of courses required for graduation from high school are determined by local school boards. The state requires students to complete 1-1/2 years of social studies and 1/8 unit of physical education each semester a student is enrolled.

o *Attendance*

Students must attend school from age 7 to age 16.

o *Other*

Students must be earning passing grades in subjects for which 15 semester hours is given in the current semester and have earned 15 credits in the previous semester toward graduation to be eligible to participate in extracurricular activities.

Teacher Standards

o *Teacher Preparation*

Requirements for admission to, and completion of, teacher education programs are determined by individual institutions. The State Board of Education approves the curriculum of the teacher education programs.

o *Certification and Relicensing*

Licensure and relicensing is controlled by the Board of Educational Examiners, a separate state board. Candidates for initial licensure, which is valid for 2 years, must complete an approved teacher education program. Subsequent certificates are issued for 5 year periods with additional credits and inservice training.

o *Staff Development*

Inservice training offered by area education agencies and higher education institutions that is applied to certificate renewal must be approved by the State Department of Education. Educational standards require a plan for staff development and budget at the local level.

Iowa

School and School District Standards

o *Length of School Year (minimum)*

180 days

o *Length of School Day (minimum)*

Educational standards require a minimum student instructional day of 5 1/2 hours or 27 1/2 hours in five consecutive days. Parent-teacher conferences may be included as instructional time.

o *Curriculum*

New State Board of Education standards expand the minimum educational program, add services for gifted students and students at-risk, require elementary and secondary guidance programs, address language planning and goal setting regarding student performance, and require planning processes for curriculum development and staff development.

Choice

A tuition tax credit/deduction program was approved by the 1987 legislature allowing up to $1,000 for private school tuition for parents who itemize deductions on their tax returns. Those who do not itemize may receive tax credits up to $50 per child enrolled in private schools. The Des Moines school district filed a challenge to this system and a trial was held in 1989; the decision is still pending.

Open enrollment legislation was passed in the 1989 General Assembly. Limited open enrollment is permitted in 1989-90 and the major provisions of the law will be effective in the 1990-91 school year. The law addresses desegregation, attendance commitment, athletic eligibility, transportation, special education students, and reasons for which transfers may be denied.

Student Standards

o Testing

In September 1989, the State Board of Education adopted a Mathematics Improvement Program which calls for a state-wide criterion-referenced test in mathematics to be prepared and administered in March 1991. The previous state testing program in reading and mathematics was revoked by the 1989 state legislature.

o High School Graduation Requirements

Graduating seniors must complete 4 years of English, 3 of social studies, 2 each of mathematics and science, 1 of health and physical education and a total of 21 units. The State Board of Education also defined college preparatory programs to include courses in mathematics, science, foreign language and computers. Beginning in 1991, students must have completed a course of study in Kansas history between grades 7 and 12.

o Attendance

Students must attend school from age 7 to age 16.

Teacher Standards

o Teacher Preparation

Requirements for admission to teacher education programs vary by institution. Students attending state schools (Regents Institutions) must attain a minimum grade point average and pass a basic skills test. Students must participate in or be accepted in early field experiences before entering teacher education programs.

o Certification and Relicensing

For initial certification an applicant must have completed a state approved teacher education program; have a cumulative GPA of 2.5 on a 4.0 scale; have passed the Pre-Professional Skills Test and the Professional Knowledge component of the NTE; and have the recommendation of the teacher education institution at which the program was completed. The initial certificate is valid for 3 years. The 5-Year Certificate requires 2 years teaching experience during the term of the 3-year certificate. Renewal of the 5-Year Certificate requires either 6 or 8 semester hours of recent credit. State-approved inservice can be applied toward renewal.

o Staff Development

Inservice programs approved by the State Department of Education can be used for certificate renewal. Local school districts may develop and submit inservice education plans to the state for approval.

Kansas

School and School District Standards

o *Length of School Year (minimum)*

Grades 1-11: 180 days or 1,080 hours
Grade 12: 175 days or 1,050 hours

o *Length of School Day (minimum)*

6 hours

Choice

No activity reported.

Student Standards

o *Testing*

Students are tested in reading, writing, language arts and mathematics in grades K, 1, 2, 3, 5, 7, and 10. Local school districts must provide remedial help to those students falling below state-established performance standards.

o *High School Graduation Requirements*

Students must take a total of 20 credits to graduate: 4 years of English, 3 years of mathematics, 3 years of science, 1 year of health and physical education, 2 years of American history and world history, and 7 electives. High school students must complete 2 years each of mathematics, English, and science in their freshman and sophomore years.

o *Attendance*

Attendance is compulsory from age 6 through 15 and written parental permission is required for a student to drop out thereafter. Completion of kindergarten is a prerequisite for entering first grade.

Teacher Standards

o *Teacher Preparation*

All applicants to teacher education programs must score at the 12th grade level on a standardized test in English and mathematics as well as achieve a minimum grade point average of 2.5. Students must meet a minimum grade point average overall and in their major to complete the program.

o *Certification and Relicensing*

Teaching candidates must pass the NTE (Core Battery and Subject Tests), and complete a one-year internship before receiving a certificate that is valid for 4 years. Thereafter, renewals are based on acquisition of a Master's degree, other advanced training and experience. Renewals are valid for 5 year periods.

o *Staff Development*

Each local school district is allocated 4 inservice days per year. District plans are based on locally-determined needs and must be approved by the State Department of Education. Legislation provides funding for one of the 4 days to be designated for a centralized and regionalized inservice program. In addition, funding is provided for the annual Commonwealth Institute for Teachers, a week-long seminar with follow-up weekends for up to 150 outstanding teachers.

Kentucky

School and School District Standards

o *Length of School Year (minimum)*

185 days of which 175 are for instruction.

o *Length of School Day (minimum)*

6 hours of instructional time (excluding lunch and recess).

o *Curriculum*

Funds are available statewide for the teaching of writing in the ninth grade following the principles of the Bay Area Writing Project.

o *Other*

Class sizes are capped and legislation set a schedule for lowering class sizes. "Academic bankruptcy" legislation requires that performance standards be adopted by the State Board of Education and that local districts must publish academic performance data in their local newspapers every year. Districts must submit a Master Educational Improvement Plan to the state outlining ways in which deficiencies can be corrected over a specific time period. Districts that fail to meet deadlines for improvement are placed in "academic receivership," and are subject to management intervention by the state and in extreme cases, to removal of local district leadership. Legislation provides funding for management assistance to be provided to the lowest performing districts.

Choice

While parental choice of public schools is not a statewide option at this time, inter-district arrangements permit students to attend schools outside their home school district on a case-by-case basis.

Student Standards

o Testing

Norm-Referenced Testing Program. The California Achievement Test must be administered in grades 4, 6, and 9 so that the state can compare its students' performance with that of a national norm group.

Criterion-Referenced Testing Program. State-developed tests are administered annually to measure grade-appropriate competencies in language arts and mathematics. Students who do not attain the required score in language arts and/or mathematics are eligible for state-funded remedial instruction. The student's score on the test is also utilized as a primary consideration in the promotion decision.

Graduation Exit Examination. The state-developed examination measures grade-appropriate competencies in English language arts, mathematics, written composition, science, and social studies. In addition to earning 23 Carnegie units (see below), students must pass all components of the exam to graduate from high school.

Kindergarten Developmental Screening. Every child entering kindergarten for the first time is administered a nationally recognized readiness test. Local school systems select an instrument from the state's list of approved instruments. The results of the screening must are used for placement and for planning instruction.

o High School Graduation Requirements

Students must complete 4 units of English, 3 units of social studies, 3 units of mathematics, 3 units of science, 2 units of health and physical education, 1/2 unit of computer literacy, and 7 1/2 units of electives, for a total of 23 Carnegie units.

Beginning with the 1991 graduating class (incoming freshmen 1987-88 and thereafter), students must pass the Graduation Test for graduation. English language arts, writing, and mathematics components of the Graduation Test are first administered to students in the 10th grade. The science and social studies components are first administered to students in the 11th grade. Remediation and retake opportunities will be offered for students who do not pass the test.

o Attendance

Students must attend school from age 7 through 17, or drop out at 16 with parental permission. Parents or legal guardians are allowed to apply to the State Board of Elementary and Secondary Education for approval of a home study program for their children.

Louisiana

Teacher Standards

o Teacher Preparation

Prior to admission to a state college teacher education program, applicants for teacher certification must take the General Knowledge and Communication Skills Tests of the NTE Core Battery. In addition, applicants must have attained a 2.2 GPA on a 4.0 scale in all college course work attempted before gaining admission to such programs.

Applicants for certification at the secondary level must complete no less than 3 semester hours in the teaching of reading, and for certification at the elementary level, shall have completed no less than 9 semester hours in the teaching of reading.

Applicants must spend a minimum of 270 clock hours in student teaching with at least 180 hours spent in actual teaching. Also, the applicant must have completed a substantial proportion of the 180 hours of actual student teaching on an all-day basis.

Upon graduation from an approved teacher education program, applicants must have achieved a 2.5 GPA on a 4.0 scale.

o Certification and Relicensing

Applicants for initial certification as a teacher in a public school must pass an examination that includes English proficiency, pedagogical knowledge, and knowledge in the area of specialization (NTE). The initial certificate is valid for 3 years and may be renewed for an additional 3 years. Lifetime certification requires 3-5 years of teaching experience and additional credits depending on the type of certificate sought.

The state will implement new classes of teaching certification beginning in the 1990-91 school year. A teacher new to the teaching profession, as well as a teacher new to the state, will be issued a provisional certificate valid for 2 years. After successful completion of the Teaching Internship and/or Teacher Evaluation Program, a teacher is issued a renewable professional certificate. This certificate is valid for 5 years and is renewed based on the teacher's performance in the Teacher Evaluation Program. "Lifetime" teacher certificates will no longer be issued by the state. Any teacher determined to be performing at a nonsatisfactory level will be provided a professional growth (remediation) plan and the certification class for the teacher will be provisional in remediation. The provisional in remediation class of certification is valid for 1 year, but can be extended for 1 additional year.

The state will implement two new evaluator programs for teachers beginning with the 1990-91 school year. The two programs, the Louisiana Teaching Internship Program for beginning teachers and the Louisiana Teacher Evaluation Program for experienced teachers, are comprehensive programs designed to assess and evaluate on-the-job teacher performance for professional improvement and continuing certification. The evaluation will be based on a standardized instrument and the use of a team of evaluators. The evaluation will be uniformly applied to all teachers.

Louisiana

o *Staff Development*

The Administrative Leadership Academy has been established to encourage administrators to participate in leadership training activities. Members of the academy -- superintendents, central office administrator directly involved with instruction, principals and assistant principals -- must earn 15 credits during each five year period of administrative service. Credit-worthy activities include academy-funded training sessions provided through eight regional centers, training activities sponsored by local districts, graduate-level university courses, and conferences and seminars run by professional organizations. In addition to leadership training sessions designed for all administrators, the academy provides a two-year internship for all first- and second-year principals and assistant principals and a NASSP-affiliated principal assessment center for prospective principals.

School and School District Standards

o *Length of School Year (minimum)*

180 days with no fewer than 175 days of instruction

o *Length of School Day (minimum)*

330 minutes of instructional time, exclusive of all recesses. School boards may provide for a school day consisting of up to 360 minutes instructional time, exclusive of all recesses. Extracurricular activities may not be schedule during instructional time; local school districts may allow three days per school year for such activities.

Choice

The state funds a state public residential high school for Math, Science, and the Arts.

Student Standards

o *Testing*

The Maine Educational Assessment Program (MEA) involves all students in grades 4, 8, and 11. The MEA assessment strategy involves a combination of common achievement testing and matrix sampling to produce individual student results and school level program evaluation information. The assessment program encompasses reading, writing, mathematics, science, social studies, and humanities, and emphasizes assessment of performance on higher order thinking skills. A feature of the MEA is the assessment of significant writing samples from all students which are scored by Maine teachers through an analytical scoring process. Reports of student progress are made directly to parents, and extensive school and district summary reports are made public. The MEA is designed to provide both comparative results and trend results based on three year cumulative average scores.

o *High School Graduation Requirements*

Students must attain at least 16 credits of which the following are required: 4 credits English; 2 1/2 of social studies (1 of American history, 1 of social studies, and 1/2 of Maine studies); 1 each of fine arts and physical education; 2 credits each of mathematics and science; 1/2 credit of health education; and demonstrate proficiency in the use of computers. Local boards may require more specific courses or credits.

o *Attendance*

Students must attend school between the ages of 7 and 17, although recent legislation allows 15 and 16 year old students to leave school with the permission of parents and local school boards. Legislation mandates the provision of kindergarten.

Teacher Standards

o *Teacher Preparation*

Requirements for admission to, and completion of, teacher education programs vary by institution.

o *Certification and Relicensing*

Regulations written to implement the Teacher Certification Law, Chapter 502, provide three levels of certification: Provisional, Professional, and Master. A Provisional Certificate is issued upon completion of an approved teacher education program which is valid for 2 years. During this 2-year period, local districts are charged with providing provisionally certified teachers with a support team. These teams assist each new teacher with the development of a teacher action plan and are responsible for conducting three annual observations. Teacher action plans are designed to address five professional growth areas which assist in the refinement of teaching skills.

Maine

Professional Certificates are valid for 5 years and can be renewed with the development and completion of a professional renewal plan which is approved through the local support system. Professional renewal plans may include such activities as university course credit, inservice workshops approved for recertification credit, approved local staff development programming, and individual professional development activities, e.g., classroom-based research, implementation of innovative practices, and community exchanges.

The Master Teacher Certificate is awarded by the local support system upon the completion of a master teacher process which includes six observations and the development of a plan which demonstrates exemplary teaching skills. This certificate is valid for a 5 year period.

Teacher candidates must meet qualifying scores on the NTE Core Battery to qualify for certification.

o *Staff Development*

Local school districts plan, provide and fund staff development programs. The State Department of Education evaluates and approves each teacher's certification renewal plan, and inservice can be used for renewal of a Provisional Certificate. Forthcoming regulations may change the renewal of provisional certification.

School and School Districts Standards

o *Length of School Year (minimum)*

180 days, including 5 days for inservice.

o *Length of School Day (minimum)*

5 hour day average over each 5-day week.

o *Curriculum*

The State Department of Education provides instructional objectives in reading, English language arts, mathematics, science and social studies, and test questions matched to these objectives and test scoring services to those school districts that wish the assistance. High schools are required to offer a two-year sequence of a foreign language and a computer-literacy program, library instruction, and vocational education. Elementary schools, in addition to the regular course of study, are required to offer fine arts, health education, and Maine studies programs. While the state does not mandate a particular curriculum, a process for curriculum development entitled, "A Framework for Curriculum Design: People, Process, Product" is recommended.

Maine

Choice

High school students can take college courses for credit if the school board approves. This 1987 post-secondary options program was modeled after the Minnesota plan. (Approximately 3 percent of the student population takes advantage of choice options, in varied categories, such as vocational education, college courses, etc.)

Student Standards

o *Testing*

As part of a comprehensive academic improvement plan, students in grades 3, 5 and 8 are given the California Achievement Tests. Local school systems may also administer the test in grade 11 if they choose.

In addition, as part of Project Basic, students in grade 9 must take tests in reading, mathematics, and writing. A citizenship test is administered in either grade 9 or 10. Students who do not successfully meet state specified standards must be given appropriate assistance programs. These students may also retake the tests each semester until grade 12. Students who fail the tests in the 12th grade do not receive a diploma.

o *High School Graduation Requirements*

Students must complete 4 years of English, 3 each of social studies and mathematics, 2 of science, 1 each of physical education and fine arts, and a total of 20 credits. They must also meet the state competency prerequisite requirements described in Testing above.

Students who complete a third year of science, one year of a foreign language and 12 units of "advanced" courses and who earn an overall grade point average of 2.6 will receive a "certificate of merit."

o *Attendance*

Students must attend school from age 6 through 16.

Teacher Standards

o *Teacher Preparation*

Requirements for admission to, and completion of, teacher education programs vary by institution.

o *Certification and Relicensing*

Candidates receive a standard certificate upon completion of an approved teacher education program or upon meeting specific state requirements. Teachers must attain the Advanced Certificate after 10 years. This certificate requires 3 years of successful teaching experience and a master's degree or 30 semester hours of planned inservice. The state has conducted validation of the NTE Programs tests and requires the NTE Programs Test for initial certification.

Maryland

o *Staff Development*

Since inservice is required to gain advanced certification, an extensive network of inservice is available from local school districts and state agencies.

School and School District Standards

o *Length of School Year (minimum)*

180 days

o *Length of School Day (minimum)*

Grades 1-8: 6 hours
Grades 9-12: 6.5 hours

o *Curriculum*

The state has produced K-12 curriculum frameworks in the areas of social studies, science, mathematics, language arts, fine arts, and physical education. These frameworks were put into bylaw by the State Board of Education. This means that local school systems must include the general framework goals in their curriculum. Additional frameworks are planned in the areas of the fine arts and foreign language.

Choice

No activity reported.

Student Standards

o *Testing*

The state has two statewide testing programs. The first program, the Massachusetts Educational Assessment Program, tests all students in grades 3, 7, and 11 in major curriculum areas using a matrix sample design that includes mostly National Assessment of Educational Progress items. The purpose of this program is to identify curriculum strengths and weaknesses at the school building and district levels. The second testing program, the Massachusetts Basic Skills Testing Program, tests all students in grades 3, 6, and 9 for mastery of basic skills in reading, writing, and mathematics. The purpose of this program is to identify students in need of remediation.

o *High School Graduation Requirements*

The number and distribution of courses required for high school graduation are determined by local school boards, but students must be instructed in history, civics and physical education.

o *Attendance*

Students must attend school from age 7 through 15.

o *Other*

A state task force will produce a model code of conduct.

Teacher Standards

o *Teacher Preparation*

Requirements for admission to teacher education programs vary by institution. Teachers completing these programs are required to demonstrate competence in five areas during their student teaching.

o *Certification and Relicensing*

Although statutes include a provision that teacher candidates receive a 2 year provisional certificate requiring on-the-job evaluation, a permanent certificate is issued to graduates of approved teacher education programs. The certification process is currently undergoing review and realignment.

o *Staff Development*

No statewide requirements or programs currently exist. The state funds about 400 voluntary school-based inservice education projects each year through the Commonwealth Inservice Institute.

Massachusetts

School and School District Standards

o *Length of the School Year (minimum)*

180 days

o *Length of the School Day (minimum)*

Grades 1-6: 5 hours
Grades 7-12: 5.5 hours

Choice

The state allocates funds to help districts develop different schools within districts for more effective racial integration and student achievement. More than $35 million has been spent on this program. The state also funds urban students to attend suburban schools.

MICHIGAN

Student Standards

o Testing

Students in grades 4, 7 and 10 take state-developed tests designed to assess basic skills competencies in mathematics, reading, and, periodically, in other subject areas. The state does not set minimum competency standards, but uses cutoff scores to determine eligibility for the state compensatory education program and as a basis for allocating state remedial education aid.

o High School Graduation Requirements

Civics is the only course required by state law for high school graduation.

o Attendance

Students must attend school from the age of 6 through 15.

Teacher Standards

o Teacher Preparation

Criteria for admission to, and completion of, teacher education programs vary by institution. There is a minimum grade point requirement for entrance into student teaching.

o Certification and Relicensing

A student completing an approved teacher education program receives a Provisional Certificate, valid for 6 years. Teachers must attain the continuing certificate which is permanent. This certificate requires 18 credits and 3 years of teaching experience.

o Staff Development

The state provides local districts with a set amount of aid per teacher for staff development. Programs are developed and implemented at the local level and may count toward credit requirements for further certification.

School and School District Standards

o Length of School Year (minimum)

180 days

Michigan

o *Length of School Day (minimum)*

The state will provide incentive grants to local school districts that extend the school day to six 50-minute periods or a total of 300 minutes of classroom instruction a day in grades 9-12.

o *Curriculum*

Additional state aid is provided to school districts that offer high school students 4 years of English and 3 years each of mathematics, science and social studies; 2 years of any combination of foreign language, fine or performing arts, vocational education or practical arts; 1 year of health and/or physical education, and 1 semester of computer education.

Choice

After two failed choice bills, a third was introduced proposing interdistrict choice with state funds following students and intradistrict choice which, by a local majority vote, would allow choice in a district where two or more schools serve the same grade level.

Student Standards

o *Testing*

Testing of essential learner outcomes is done on a four-year cycle on a sampling basis in mathematics, science, social studies, reading, writing, language skills, art, music, and health. Grade levels vary. Local districts must use tests as a part of planning, evaluating, and reporting legislation. Tests provide for state and local accountability as part of a process for the improvement of curriculum and instruction.

o *High School Graduation Requirements*

Students must complete 4 credits of Communication Skills, 3 of social studies, 1 science, 1 mathematics, 1/2 of health and 1 1/6 of physical education, and a total of 20 units to graduate from high school (grades 9-12). Local school districts determine the distribution of the other 9 1/3 units. To ensure equal educational opportunity, the State Board of Education has increased the number of courses that districts must offer in high schools. (See Curriculum below.)

o *Attendance*

Students must attend school from age 7 through 15.

Teacher Standards

o *Teacher Preparation*

Requirements for admission to, and completion of, teacher education programs vary by institution, according to standards set by the Board of Teaching.

o *Certification and Relicensing*

The initial license is issued to graduates of approved teacher education programs and is valid for 2 years. All applicants for initial teaching licenses must achieve the minimum passing score on the Pre-Professional Skills Test (PPST). The Continuing License must be renewed every 5 years with clock hours earned through completion of professional development activities.

o *Staff Development*

The state provides grant money and model programs for use by local school districts in providing inservice training. The legislature appropriated funds for "grassroots" school improvement initiatives based on school effectiveness research; and funds training in technological applications in instruction and other areas of interest to schools.

Minnesota

School and School District Standards

o Length of School Year (minimum)

175 days, but up to 5 of these days may be used for teacher workshops or parent-teacher conferences.

o Length of School Day (minimum)

Kindergarten: 2 1/2 hours
Grades 1-3: 5 hours
Grades 4-6: 5 1/2 hours
Grades 7-12: 6 hours
Each exclusive of the noon lunch break

o Curriculum

Four-year high schools must offer, or make available to students, 5 years of Communications; 4 each of mathematics, science, and social studies; 2 each of a foreign language, visual arts, and music; 1 of industrial arts; 1/2 in health and 2/3 in physical education in the 9th grade, and 1/2 in the 10th grade, plus 10 electives in five areas. Students must be exposed to information technology and a career education program.

Effective in 1990-91, four-year high schools must offer, or make available, the following number of credits of study: 5 in mathematics; 5 each in language arts and social studies; 6 in fine arts; 4 in science; 1 in health; 1 in physical education and wellness; 1/2 in family life and parenting; 1 in each of three district-selected areas of vocational study in addition to business; 3 years of study in one language plus maintenance; plus 6 electives. Districts will be required to integrate instruction into the regular curriculum where appropriate in the following areas: career and work readiness; environmental issues; information technology; international issues; media; and youth service.

o Other

Each school district must have a written discipline policy.

Choice

Choice in Minnesota has five components.

Postsecondary Enrollment Options allows high school juniors and seniors to take nonsectarian courses at public or private postsecondary institutions, full or part time, for high school credit. General revenue funds follow students, who can receive college credit upon graduation.

Minnesota

Open Enrollment allows K-12 students to enroll in any public school of their choice, subject only to restrictions where desegregation goal are affected or space is limited. Funds follow students.

High School Graduation Incentives (HSGI) and Diploma Opportunities for Adults allow qualifying students at-risk of dropping out or who have dropped out of school to complete high school through various options, including public alternative programs and area learning centers. General revenue funds follow learners 12-21 years of age, with special funds available to those over 21.

Area Learning Centers provide learners age 12 through adult with nontraditional education programs and support services leading to a high school diploma. Centers operate year round with day and evening programs.

Educational Programs for Minor Parents and Pregnant Minors require schools to provide, on request, education programs for pregnant or parenting teenagers. Minors seeking Aid to Families with Dependent Children must be enrolled in an education program to receive checks.

Student Standards

o *Testing*

Diagnostic tests are given to students in grades 3, 5, 8 and 11.

o *High School Graduation Requirements*

Students must complete 18 units, including 4 years of English, 2 each of social studies, mathematics, and science. In the future, all graduating seniors will be required to pass the 11th grade statewide test.

o *Attendance*

Students must attend school from age 7 through 16. Kindergarten is required.

Teacher Standards

o *Teacher Preparation*

Students admitted to teacher education programs in state-supported institutions must pass a state qualifying test. Those with a minimum score on the ACT test and a specified grade point average are exempt from the test requirement with the exception of the speaking and writing areas. A minimum grade point average is required to complete teacher education programs and the state requires a passing score on the NTE.

o *Certification and Relicensing*

A passing score on the NTE Core Battery and/or Specialty Area Exams is required for certification. Four levels of certification are available, depending upon amount of education. Only the Class AAAA certificate, which requires a doctorate, is valid for life. Beginning teachers must be evaluated each year during their provisional status (up to 3 years).

o *Staff Development*

Local school districts must submit comprehensive inservice staff development plans to the state. Approved programs are to be funded in part by the state. Some of the state aid is to be used to assist beginning teachers.

School and School District Standards

o *Accreditation*

The state uses a performance-based school accreditation system.

Mississippi

o *Length of School Year (minimum)*

175 days

o *Length of School Day (minimum)*

330 minutes

o *Curriculum*

An Accountability/Instructional Management Program in grades K-12 defines methods of instruction and evaluation and provides a framework for implementing state performance standards.

o *Other*

Kindergarten, 1st, 2nd and 3rd grade classes have assistant teachers to give students basic skills training.

Choice

The Mississippi School for Math and Science is a residential school for high school juniors and seniors, housed at Mississippi University for Women. Students do not pay tuition.

Student Standards

o Testing

All school districts are required annually to administer state-approved, criterion-referenced tests which assess student mastery of educational objectives in reading/language arts, science, mathematics, social studies/civics. Districts are required to administer the tests to a minimum of two, non-consecutive grades in the elementary division (grades 2 through 6) and to two, non-consecutive grades in the secondary division (grades 7 through 10).

In addition, the state annually tests a statewide representative sample of students in grades 3, 6, 8, and 10, and reports the results to the General Assembly and to the public.

o High School Graduation Requirements

Students are required to earn 22 Carnegie units, including 3 years of English/language arts, 2 each of social studies, mathematics and science, and 1 each of fine arts, practical arts and physical education. Local boards of education may impose additional requirements.

The State Board of Education also awards a College Preparatory Studies Certificate to graduates who have earned 24 Carnegie units, including 4 units of English/language arts, 3 units each of mathematics, science, social studies, 2 units of advanced electives, and who achieve a minimum GPA and SAT or ACT score.

o Attendance

Students must attend school from age 7 through 15.

Teacher Standards

o Teacher Preparation

Students must attain a minimum GPA and a minimum SAT or ACT score for admission into teacher education programs. Candidates not meeting these requirements may retake the college entrance tests or other accepted national tests and complete remedial courses.

o Certification and Relicensing

Upon completion of an approved teacher education program and submission of NTE Specialty Area Test scores or NTE Professional Knowledge Test score (if a Specialty Area Test is not available), students receive certification. Effective Fall 1991, the state will set minimum cut-scores on the above tests for certification. The legislation also requires the state to put on probation any public college or university teacher training program in which fewer than 70 percent of the students achieve the national norm. Lifetime certification has been replaced by four levels of professional certification.

Missouri

o *Staff Development*

All classified and accredited school districts in Missouri are required to have a planned inservice education program provided and administered by the districts to encourage and facilitate professional growth of the staff. The State Board of Education is committed to expanding that requirement by including staff development based primarily on the needs of teachers as identified by regular performance-based evaluations of teachers and local instructional priorities.

School and School District Standards

o *Length of School year (minimum)*

174 days and 1,044 hours

o *Length of School Day (minimum)*

The school day must be at least 3 hours but no more than 7 hours.

o *Curriculum*

The state does not mandate specific curriculum to be implemented in the school districts. The Department of Elementary and Secondary Education has been, however, promoting an instructional management system approach to curriculum in which school districts are expected to develop curriculum based upon objectives provided by the Department of Elementary and Secondary Education; provide as much instructional time as students need to master the objectives; use criterion-referenced tests to measure student mastery of the objectives; and systematically record student progress so that students receive instruction only on objectives which they have not yet mastered.

Choice

No activity reported.

Student Standards

o *Testing*

Effective in 1988, all school districts must annually administer norm-referenced tests selected from a list of tests approved by the state (districts have until July 1991 to comply). Students in grades 3, 8, and 11 must be tested in reading, language arts, mathematics, science, and social studies. Results are collected and summarized by the state for the State Board of Education and legislature. No comparisons of a school or district to another are made, but schools are encouraged to compare their scores with the state norms and share results with parents and the local community. The state uses the test results to see how its students compare with students from other states.

o *High School Graduation Requirements*

Minimum requirements for graduation include a total of 20 units of study, including 4 of English language arts, 2 of mathematics, 1 1/2 of social studies, 1 of science, and 1 of health enhancement. Effective in 1992, requirements will include an additional 1/2 unit of social studies, 1 unit of science, 1 unit each of fine arts and vocational/practical arts.

o *Attendance*

Students must attend school from age 7 through 15.

Teacher Standards

o *Teacher Preparation*

General admission standards to teacher education programs are developed cooperatively by institutions, the State Department of Education and local school districts. Individual institutions set their own grade point average and test requirements. A minimum grade point average is required for program completion.

o *Teacher Certification*

The NTE Core Battery is required for initial teacher and administrator certification. A Standard Certificate is awarded upon completion of an approved teacher education program. A Professional Certificate requires a master's degree and 3 years of teaching experience. Both certificates must be renewed every 5 years with additional academic credits and/or inservice.

o *Staff Development*

Each school district must provide a minimum of three days (a day is defined as six hours of actual contact time) of professional development annually for each certified employee. Districts must formulate annual professional development plans which include goals and objectives, acceptable activities, and evaluation methods.

Montana

School and School District Standards

o *Length of the School Year (minimum)*

180 days

o *Length of the School Day (minimum)*

K: 2 hours
Grades 1-3: 4 hours
Grades 4-12: 6 hours

Choice

No activity reported.

Student Standards

o *Testing*

School approval and accreditation regulations require that schools administer a norm-referenced test to students at least once in grades 4-6, once in grades 7-9, and once in grades 10-12, and that schools administer a criterion-referenced test in at least reading, writing, and mathematics, beginning at least in grade 5 and continuing according to local assessment procedures. Student performance standards are established by the local school district. Schools must annually report performance to residents of the district in accordance with local board policies.

o *High School Graduation Requirements*

Students must complete 200 credit hours, 80 percent of which must be in the core curriculum as established by the State Board of Education.

o *Attendance*

Students must attend school from age 7 to 16.

Teacher Standards

o *Teacher Preparation*

Requirements for admission to, and completion of, teacher education programs vary by institution.

o *Certification and Relicensing*

The 1984 legislature mandated competency tests in the basic skills and in subject matter area specialty for all new teachers. The basic skills tests are in place; the subject tests are still to be implemented. The testing standards, established by the State Board of Education, were effective in the fall of 1984. The State Board of Education was also authorized to develop an "entry year assistance program" to help beginning teachers.

Three levels of certification, with different education and experience requirements, are available. All certificates must be renewed after a period of 5 to 10 years and renewal of the entry level certificate requires additional credit hours.

o *Staff Development*

Local school districts plan and offer inservice training. Inservice is tied to teacher salary advances in some districts.

Nebraska

School and School District Standards

o *Length of School Year (minimum)*

Elementary schools must provide 1,032 hours of instruction and high schools must provide 1,080 hours of instruction. At least 400 hours of instruction must be provided for kindergarten.

o *Length of School Day (minimum)*

Not defined in statute or regulation.

o *Curriculum*

A mission statement for schools exists in state law. School districts are required to meet the State Board of Education's approval standards which specify courses or subjects which must be provided to students.

Choice

No activity reported.

Student Standards

o *Testing*

Nationally-normed standardized tests in reading and mathematics are administered, statewide, at grades 3, 6, 9. Language is also assessed at grades 3 and 6, and writing is assessed at grade 9. Students scoring below state-established proficiency levels on these tests may be promoted but are targeted for remedial services. Students in grade 11 are administered state-developed proficiency examinations in reading, writing, and mathematics.

o *High School Graduation Requirements*

Under existing graduation requirements, students take 3 years of English, 2 of social studies, 2 of mathematics, 1 of science, 2 1/2 of health and physical education, and a total of 20 units. Starting with the Class of 1992, graduating seniors must have an additional year of English and science, and 1/2 credit in the use or computers (or demonstrate competency), and a total 22 1/2 units. Students must pass the proficiency examinations administered at grade 11 (or grade 12, for those who fail on their first attempt) in order to qualify for a standard diploma.

o *Attendance*

Students must attend school from age 7 through 17.

Teacher Standards

o *Teacher Preparation*

Requirements for admission to, and completion of, teacher education programs vary by institution. In general, students must meet minimum GPA requirements in order to be admitted and must maintain established GPAs throughout their programs. In the University of Nevada system, students are also expected to meet new state competency testing requirements for licensing before completing their programs.

o *Certification and Relicensing*

Two levels of licensure (elementary and secondary) are available and vary with respect to required education and teaching experience. All licenses must be renewed after a period of 5 to 10 years, and license renewal requires additional credits. In 1984, the State Board of Education accepted a proposal requiring that prospective educational personnel pass tests of basic skills and subject matter prior to licensing. Regulations enacted by the Commission on Professional Standards in Education in 1988 require basic skills, professional knowledge, and specialty area testing for initial licensing. The Nevada Competency Testing Program became effective on September 1, 1989.

Nevada

o *Staff Development*

Inservice can be used for salary increases and certificate renewal.

School and School District Standards

o *Length of School Year (minimum)*

180 days

o *Length of School Day (minimum)*

Grades 1-2: 4 hours
Grades 3-6: 5 hours
Grades 7-12: 5.5 hours

o *Curriculum*

The state mandates courses of study for grades K-12 to assist local school districts in planning and implementing school curriculum. The Nevada Secondary Course of Study outlines minimum course content in areas of study required for high school graduation.

Choice

No activity reported.

NEW HAMPSHIRE

Student Standards

o *Testing*

Local school districts must test students in grades 4, 8 and 12 in communications and mathematics or at other levels to be determined by them. Proficiency standards are set by local districts using state guidelines. Most districts use test results as a diagnostic tool, although some use the tests for grade promotion and high school graduation.

o *High School Graduation Requirements*

Students must complete 4 years of English, 2 1/2 of social studies, 2 each of mathematics and science, one year of physical education, and 1/2 year each of art and computer science for high school graduation, for a total of 19 3/4 units. Graduation requirements are currently being studied and revisions are expected in the spring of 1990.

o *Attendance*

Students must attend school from age 6 through 16.

Teacher Standards

o *Teacher Preparation*

Requirements for admission to, and completion of, teacher education programs vary by institution.

o *Certification and Relicensing*

All persons seeking state certification must pass the Pre-Professional Skills Test. A teacher receives a beginner certificate, valid for 3 years, upon completion of an approved teacher education program. The Experienced Educator Certificate requires 3 years of teaching experience and both the beginner and experienced certificates are renewable based on at least 50 hours of inservice every 3 years. Through an Individualized Professional Development Plan, substantively qualified candidates can obtain formal certification to teach mathematics and science.

o *Staff Development*

Local district staff development programs are required and approved by the State Department of Education, but are implemented and funded locally. Inservice is required for certificate renewal.

New Hampshire

School and School District Standards

o *Length of School Year (minimum)*

180 days

o *Length of School Day (minimum)*

Grade 1: 4.5 hours
Grades 2-8: 5.25 hours
Grades 7-12: 5.5 hours, exclusive of lunch and recess

o *Curriculum*

The state establishes the minimum number and types of courses offered at the high school level and defines the subject areas to be taught in elementary school.

Choice

No activity reported.

Student Standards

o *Testing*

Students in grades 3 through 11 are tested in reading, mathematics, and language arts. Tests are used to assess student competencies and as one factor in allocating state compensatory education aid. Local school districts must provide remediation to students performing below state-established cutoff scores. The 3rd and 6th grade tests are commercial tests chosen by each district from a list of state-approved tests. The State Department of Education anchors the commercial tests to the statewide 9th grade test and establishes passing scores for each of the major tests in grades 3, 6, and 9. Students performing below the state standard must receive remedial services.

The current 9th grade test, the High School Proficiency Test (HSPT), is a requirement for high school graduation. In 1988 the legislature voted to move the HSPT from the 9th to 11th grade. Like the 9th grade test, this new test will require students to apply basic skills in complex ways -- such as interpreting reading passages, solving multi-step mathematics problems, and writing coherent essays -- but at a more advanced level. The new test will be introduced in the 1993-94 school year and will be a requirement for graduation beginning with the 1995 graduating class. The state is now working with panels of local educators to identify the specific skills that will be measured by the new test. An "early warning" test given at the end of the 8th grade will identify students who are having difficulty with basic skills.

In 1989, the State Board of Education adopted "core course proficiencies" in eight subject areas: mathematics; English; science; social studies; fine and performing arts; physical, health, and safety education; career education; and foreign languages. To ensure that the proficiencies are being taught, the state will conduct periodic tests in four critical subject areas. The testing cycle calls for district assessments in mathematics in 1992, science in 1993, English in 1994, and social studies in 1995. The cycle will be repeated every four years. The results of the assessments will not be used as standards for graduation. Funding for test development is pending.

o *High School Graduation Requirements*

Students must complete 4 years of English; 2 years of social studies; 1 year of science; 2 years of mathematics; 4 years of health or physical education; 1 year of fine, practical, or performing arts; and 1/2 year of career education. Students must also pass the High School Proficiency Test (HSPT) to graduate (see Testing section).

Beginning with the Class of 1992, students must complete 110 credits, including 1 year of world history and cultures, bringing the total social studies requirement to 3 years. The class of 1993 must complete a second year of science. Beginning with the class of 1994, students must complete a third year of mathematics.

o *Attendance*

Students must attend school from age six through 16.

New Jersey

Teacher Standards

o *Teacher Preparation*

Students must have a minimum grade point average and pass a basic skills test (or demonstrate the elimination of the deficiency through another assessment) before entering a teacher training program. Prospective teachers must demonstrate a knowledge of subject matter major at the end of the program through a test selected by the institution.

o *Certification and Relicensing*

Permanent certification is granted after successful completion of an approved program and a passing score on the appropriate NTE Programs test. Beginning September, 1991, all beginning teachers must complete one year as provisional teachers before becoming eligible for permanent certification.

The state's "alternate" route allows local school districts to hire liberal arts graduates who have had no formal college-based teacher training. These "provisional" teachers must pass the appropriate NTE Programs examination, undergo a paid, year-long internship at the hiring school district, and receive 200 contact hours of formal instruction in education while they teach. A lifetime teaching certificate is issued upon successful completion of the internship and training program. Beginning in 1991, a new "alternate" route will become available to specifically attract bilingual and ESL teachers.

o *Staff Development*

No state inservice requirement exists at this time. However, the state offers professional development courses for teachers and their school administrators at a central, state-funded training center. The Academy for the Advancement of Teaching and Management trains teachers and administrators together to improve individual and school improvement.

School and School District Standards

o *Length of School Year (minimum)*

180 days

o *Length of School Day (minimum)*

4 hours

New Jersey

o Curriculum

In addition to high school graduation requirements previously noted, the state requires: 150 minutes per week of physical education in grades 1-12; drug and alcohol education in grades 7-12; and family life education at both the elementary and secondary levels.

Choice

Three voluntary, controlled public school choice pilot projects were announced in May 1989, but suspended in March 1990 by the new governor. The Intradistrict Choice Program (6 LEAs chosen on competitive basis) would have allowed parents in six LEAs to choose from among schools in their districts. The Learning Incentives Program would have allowed public high schools and colleges to form a consortium. High school juniors and seniors could have taken college courses not offered in their high schools. Tuition would have been paid in full or part by state. Project Attain would have allowed high school dropouts to complete their education in public high schools and vocational schools outside their districts or at public colleges/universities. Students attending post-secondary schools would have had to pay their own transportation.

Student Standards

o *Testing*

New Mexico has established a system of student achievement assessment through statutes and educational standards. The New Mexico Statewide Assessment System consists of four coordinated testing programs:

1. *New Mexico Reading Assessment - Grades 1 and 2,*
2. *New Mexico Achievement Assessment - Grades. 3, 5, and 8,*
3. *New Mexico Direct Writing Assessment - Grades 4 and 6, and*
4. *New Mexico High School Competency Examination.*

School districts are required to adopt an assessment of reading proficiency for grades 1 and 2. In addition, there is a statewide reporting of students' mastery of reading competencies and level of reading development.

The New Mexico Achievement Assessment consists of two sections, the CTBS/4 and the criterion-referenced section. The CTBS/4 section is a short form of the complete CTBS and tests basic skills in the areas of reading, spelling, language, mathematics, reference skills, science, and social studies. Norm-referenced scores including national percentiles and normal curve equivalent scores, based on the 1988 national standardization sample, are reported for each skill area and the total battery.

The criterion-referenced section of the assessment tests skills found in the essential competencies for language arts, mathematics, science, and social studies. Mastery scores are reported for each group of essential competencies that are tested.

The Direct Writing Assessment, requiring each student to write a composition, is used to identify the writing skills development and language achievement of students in grades 4 and 6. The assessment is primarily used to help identify instructional needs of students and is given in the fall.

The High School Competency Examination is used to qualify students for receiving a high school diploma following completion of the required course of study. 10th grade students are tested each year. Students who do not pass all subtests of the exam are tested again in the 11th and 12th grades as needed.

o *High School Graduation Requirements*

Students must complete 4 years of English, 3 each of social studies and mathematics, 2 of science, 1 of physical education, 1 of communication skills, and 9 elective units, for a total of 23 units.

o *Attendance*

Students must attend school from age 6 through 18.

New Mexico

Teacher Standards

o Teacher Preparation

Students must pass basic skills tests in reading, writing and mathematics before they complete a teacher education program. The exams and performance standards are set by individual institutions.

o Certification and Relicensing

All applicants seeking initial teacher and administrator licensure must achieve a passing score on the NTE Core Battery Tests. Educators whose licenses have expired and are reapplying for licensure must achieve a passing score on the NTE Core Battery.

Three levels of certification are available based on education and length of teaching. Level 1 licenses must be renewed after the third year. Level 2 and Level 3 licenses must be renewed every 9 years. Renewal is based upon the satisfactory demonstration of State Board of Education competencies.

o Staff Development

The state requires that all licensed and employed educators develop plans for continued professional growth. Educators and their supervisors work together to set professional development goals and to design individual plans to meet those goals.

School and School District Standards

o Length of School Year (minimum)

180 days

o Length of School Day (minimum)

Regular students shall be in school-directed activities, exclusive of lunch, for the following minimum time:

K: 2.5 hours/day or 450 hours/year
Grades 1-6: 5.5 hours/day or 990 hours/year
Grades 7-12: 6 hours/day or 1,080 hours/year

o Curriculum

Local districts are required to use a state-developed list of exit competencies (which include all subject areas) in their instructional programs. All schools must offer either a computer course or

integrate computers into the curriculum. The state does not mandate curriculum in any subject area at any grade level.

Choice

New Mexico law states that local school boards may admit school-age persons who do not live within the school district to the public schools within their school district when there are sufficient school accommodations to provide for them. State aid follows the student. Transportation is only provided to the district boundary. Many districts allow intradistrict choice options for parents. Parents may have to provide transportation. Alternative and post-secondary options are also present in the state. For example, the Albuquerque public schools had over 4,600 transfers for the 1988 school year.

Student Standards

o Testing

Pupil Evaluation Program (PEP): Reading and mathematics tests, grade 3 and 6; writing test, grade 5. Annual spring administration; all pupils, public and nonpublic. Purposes: (1) identification of pupils needing remediation, which is mandatory; (2) school assessment.

Program Evaluation Tests: Social studies, grades 6 and 8; science, grade 4. Annual spring administration; all pupils, public and nonpublic. Purpose: school assessment.

Preliminary Competency Tests: Reading and writing, grade 8 or 9. Annual administration to pupils scoring below median on last PEP test in respective subject. Primary purpose: identification of pupils needing remediation, which is mandatory.

Regents Competency Tests: Reading and writing, grades 11 and 12; mathematics, grades 9, 10, 11, and 12; science, grade 9; global studies, grade 10; U.S. history and government, grade 11. Offered under secure conditions in January, June, and August. Purpose: demonstration of competencies required for local high school diploma.

Second Language Proficiency Examinations: French, German, Italian, Latin, and Spanish, grade 7, 8, or 9. Purpose: to permit students to earn high school credit for the study of a second language in elementary and middle schools.

Occupational Education Proficiency Examinations: Achievement tests in Introduction to Occupations, technology, home economics, health occupations, agriculture, and business, grades 9-12. Offered under secure conditions in January, June, and August. Purposes: (1) to establish and maintain standards in occupational education, (2) demonstration by occupational education majors of competencies required for high school diploma, (3) marking and grading.

Regents Examinations: Achievement tests in 17 high school subjects. Offered under secure conditions in January, June, and August. Purposes: (1) marking and grading; (2) eligibility for Regents diploma; (3) demonstration of competencies required for local diploma.

Reading tests (Degrees of Reading Power) are purchased from the College Board; all other tests are developed in-house with cooperation of classroom teachers.

A Comprehensive Assessment Report summarizing all state test data and other information, such as dropout and attendance rates, for the past three years, is produced annually for each school and school district.

o High School Graduation Requirements

To receive a regular diploma, high school students must pass the Regents Competency tests and complete 4 years of English, 4 of social studies, 2 each of mathematics and science, and art or music, for a total of 18 1/2 units. To be eligible for a Regents Diploma, graduating seniors must

fulfill the same course requirements as for a local diploma, take 3 years of a foreign language, and pass a series of subject matter examinations. Students can satisfy up to 6 1/2 units through written and oral examinations (Regents Examinations).

o *Attendance*

Students must attend school from age of 6 through 15. In addition, Boards of Education have the option of requiring full-time attendance for unemployed youth who are 16 and to require part-time attendance for employed youth who are 16.

Teacher Standards

o *Teacher Preparation*

Requirements for admission to, and completion of, teacher education programs vary by institution.

o *Certification and Relicensing*

Certification candidates are required to achieve qualifying scores on the NTE Core Battery. The state is considering use of subject matter tests as well. The Provisional Certificate is valid for 5 years. The Permanent Certificate, which requires a master's degree and 2 years of teaching experience, is valid for the life of the holder unless annulled for cause.

School and School District Standards

o *Length of School Year (minimum)*

180 days

o *Length of School Day (minimum)*

Grades K-6: 5 hours
Grades 7-12: 5.5 hours

o *Curriculum*

The state has curriculum guidelines in all subject areas in grades K-12. Syllabi serve as frameworks for local curriculum development and include major learning objectives, sample teaching strategies and information about statutory and regulatory items affecting the subject. Teacher guides provide detailed strategies, readings, and sample lesson plans supplementing the syllabi as assistance for local curriculum developers.

New York

Choice

State efforts are largely at the local level. The state helped fund development of magnet programs in a number of cities and also provided funds to help districts develop interdistrict public school choice programs.

Student Standards

o *Testing*

Local school districts may assess students in grades 1 and 2 with state-developed, individualized, developmentally-appropriate assessment instruments which replace the California Achievement Test (CAT). The CAT (reading, language arts, and mathematics) and state-developed tests in science and social studies are used in grades 3, 6, and 8, and writing tests are given in grades 6 and 8. Students in grades 3, 6, and 8 who score below the 25th percentile in reading, language arts, and mathematics must take the Minimum Skills Diagnostic Test. If they score below the 70th percentile on that test, they must attend summer school or be retained in grade. 1989 legislation requires the state to develop end-of-grade tests for grades 3 through 8, which will replace the CAT in those grades, with a target date of 1993. To compare the state's students with students nationally, the state may use a standardized, norm-referenced test with a sample of students.

Statewide, end-of-course tests are now given for algebra I and II, geometry, U.S. history, and biology. Tests are now being developed for English I, II, III; economic and political systems; chemistry; physics; and foreign language.

The state-developed Competency Test for High School Graduation is given in the 10th grade and used as a high school graduation requirement and for allocating state compensatory education aid.

o *High School Graduation Requirements*

Students must pass a 10th grade competency test and also complete 4 years of English, 2 each of social studies, mathematics and science, 1 of health and physical education with a total of 20 units to receive a high school diploma.

o *Attendance*

Students must attend school from age 7 through 15. They must attend school a minimum of 150 days to receive credit for the school year.

Teacher Standards

o *Teacher Preparation*

Standards for admission into teacher education programs currently vary by institution. Students must take the general knowledge and communications skills portions of the NTE Core Battery and receive admissions counseling. A passing score on the NTE professional knowledge and subject matter exams is required for completion of the program.

North Carolina

o Certification and Relicensing

Completion of an approved program and a passing score on the NTE are required to obtain an initial certificate. A 2 year initial certificate is issued to beginning teachers during which time they are evaluated and provided support. A 3 year continuing certificate is issued at the end of this provisional period. This certificate is then renewable for 5 year periods. Renewal requires additional credits or some combination of teaching experience and inservice.

o Staff Development

The state approves local school district inservice programs. Local districts require inservice which can be used for certificate renewal. A total of 15 units of credit is required for certificate renewal.

School and School District Standards

o Length of the School Year (minimum)

180 days

o Length of the School Day (minimum)

6 hours. Students are now required to have 5.5 hours of daily instruction as defined by the State Board of Education.

o Curriculum

The state identifies nine areas of study that must be available as a continuous program of studies for grades K-12. The Legislature adopted a Basic Education Program that is to be available to all students which includes the nine areas in the Course of Study. Students in grades K-12 must be given the chance to use computers.

o Other

A reform program called for a reduction in class size in grades four through nine from 30 to 26 children per teacher. Over an eight year period ending in 1992, the state will also reduce class size in grades K-3 to 23 and in grades 10-12 to 26.

Choice

The state supports a residential mathematics and science high school for 400 academically talented juniors and seniors. At least two local units provide a system of magnet schools allowing choice.

Student Standards

o Testing

There are no statewide statutory testing requirements. However, accreditation standards require achievement and mental ability testing by local school districts twice during grades 1-6, once in grades 7 and 8, and achievement testing once in grades 9-12. The Legislative Assembly has appropriated some moneys to pay for the tests, some inservice, and technical assistance.

o High School Graduation Requirements

Course work requirements include 4 years of English, 3 of social studies, 2 of mathematics, 2 of science, 1 of physical education and a total of 17 units. Graduates are required to take 1 complete unit each of world history and U.S. history as part of the required social studies.

o Attendance

Students must attend school from age 7 to 16.

Teacher Standards

o Teacher Preparation

Requirements for admission to teacher education programs vary by institution. Students must achieve a minimum grade point average to complete the programs. Institution seek teacher preparation program approval via joint visitation teams.

o Certification and Relicensing

All teachers must be certificated. The Entrance Certificate is issued upon completion of an approved program and is valid for 2 years. The renewal certificate is valid for 5 years and requires 2 years of teaching experience and recommendations. Succeeding 5 year renewals require active teaching, satisfactory recommendations, and 4 semester hours of college credit earned within the dates of the certificate.

High school (grades 9-12) teachers must teach in their major or minor fields of preparation. Elementary teachers are required to have elementary education preparation.

o Staff Development

Accreditation standards require all teachers to earn 4 semester hours of college credit plus 64 clock hours of inservice training within the last 5 years.

North Dakota

School and School District Standards

o *Length of the School Year (minimum)*

180 days

o *Length of the School Day (minimum)*

The minimum school day is 5 1/2 hours for elementary students (grades 1-6) and 6 hours for grades 7-12 exclusive of lunch.

Choice

No activity reported.

Student Standards

o *Testing*

In 1989-90, school districts were mandated to measure each student's achievement in reading, language arts, and mathematics, and achievement in relation to the student's ability. Students are tested in grades 4, 6, and 8. Grade 10 will be added in 1990. Results must be reported to the state education department, which will make them known to the public.

To earn a diploma in 1993-94, students must demonstrate at least a 9th grade proficiency level in reading, writing, mathematics, and citizenship, in addition to completing the high school curriculum.

Additionally, there will be a 3rd grade guarantee, ensuring that each student is evaluated for certain reading and writing competencies by the end of the 2nd grade.

o *High School Graduation Requirements*

Requirements for high school graduation include 18 units earned in grades 9 through 12 distributed as follows: 3 units of English language arts; 1/2 unit of health; 2 units of mathematics; 1/2 unit of physical education; 1 unit of science; 2 units of social studies, including 1/2 unit of American history and 1/2 unit of American government; 9 elective units; and 3 units in another subject in addition to the English requirement.

To earn a diploma in 1993-94, students must demonstrate at least a 9th grade proficiency level in reading, writing, mathematics, and citizenship, in addition to completing the high school curriculum.

o *Attendance*

Students must attend school between ages 6 and 18. Beginning with the 1990-91 school year, kindergarten will be required before entering first grade. (See Other below.)

Teacher Standards

o *Teacher Preparation*

Criteria for admission to, and completion of, teacher education programs are set and vary by institution. Teacher education programs are approved by the State Board of Education according to standards which include a requirement to assess (cognitive and affective assessment) individuals for admission and to recruit individuals from culturally, racially, and socio-economically diverse backgrounds.

Ohio

o Certification and Relicensing

Three levels of certification are available. The Provisional Certificate is valid for 4 years and can be renewed with teaching experience or 6 semester hours of college course work or 18 continuing education units. The Professional Certificate requires three years of teaching experience and 30 semester hours beyond the bachelor's degree and is valid for 8 years. Applicants for the Professional Certificate must be employed full time in an Ohio school and may renew the certificate under the same conditions as those governing the Provisional Certificate. The Permanent Certificate requires 5 years teaching under the Professional Certificate, a master's degree, and 12 semester hours of graduate course work since earning the Professional Certificate.

Beginning with the 1990-91 school year, there are two avenues for those who want to teach but who do not hold a teaching certificate. A college graduate with at least 3 years experience in a profession can be granted an internship teaching certificate to teach grades 7 through 12 if (1) a district wants to hire the person, (2) a passing score is received on the general knowledge and subject knowledge tests of the NTE, and (3) the person agrees to take college course work leading to a Provisional Certificate. The internship teaching certificate is good for 1 year and may be renewed once. Satisfactory evaluations of internship teaching, and successful completion of the NTE professional knowledge test are required for the Provisional Certificate.

A pilot project enables 12 school districts to request a permit for a noncertificated individual to teach up to 6 hours per week. Only individuals who have a baccalaureate degree or who have 5 years of recent work experience related to the subject being taught qualify for this permit. The permit must be requested by an employing superintendent.

o Staff Development

The Ohio General Assembly funds a Teacher Development Program which supports inservice in the state's 613 public school districts upon application by the school districts. The programs are designed to help teachers gain new skills, refine abilities, and become familiar with new teaching methodologies.

The entry year program will provide professional support to meet the needs of individuals in the first year of employment under a classroom teaching certificate or an educational personnel certificate. State legislation allows funds for mentors -- one veteran teacher to provide guidance for 14 less experienced teachers.

Recent state legislation requires the state education department to develop a plan to phase in career ladder programs statewide. This plan must be submitted to the General Assembly by December 31, 1990.

School and School District Standards

o Length of the School Year (minimum)

182 days

Ohio

o *Length of School Day (minimum)*

K: 2-1/2 hours
Grades 1-6: 5 hours
Grades 7-12: 5-1/2 hours

o *Curriculum*

The state's Minimum Standards require competency-based education in the basic skills, require courses of study to be adopted for each subject taught, and provide suggested curriculum and criteria for selecting instructional materials. The locally developed courses of study establish the basis for curriculum and instruction.

o *Other*

The state's Minimum Standards also mandate that each school district have a code of conduct that addresses due process and issues related to school conduct.

The district-wide pupil/teacher ratio cannot exceed 25:1 in grades K-4. This standard is in addition to the 25:1 district-wide pupil/teacher ratio for grades K-12.

Beginning with the 1990-91 school year, kindergarten will be required before entering first grade. Under this new law, school districts must form a local committee that could make a decision to waive the requirements on an individual case basis. Also, beginning that year, all children entering kindergarten or first grade for the first time are required to be screened for hearing, vision, speech and communications, health and medical problems, and for any developmental disorders.

Choice

Under 1989 legislation, parents will be given more freedom in choosing the school their child will attend. The freedom is determined by the elected board of education in each district. According to the law, districts must adopt a policy permitting open enrollment within the district, and must decide whether to permit or prohibit open enrollment between districts. Both actions must occur by the start of the 1993-94 school year. One stipulation for districts engaging in open enrollment is that racial balance must be maintained.

High school juniors and seniors taking college classes while attending high school can have the credit earned applied toward graduation from high school, from college, or both. If only high school credit is awarded, the state must reimburse the college for the student's expenses.

Student Standards

o *Testing*

A standardized, norm-referenced test is administered to all students in grades 3, 7, and 10, and a direct writing assessment in grade 10 and in grades 3, 7, and 10 as funds permit.

o *High School Graduation Requirements*

Graduating high school seniors must complete 20 units, including 4 in English, 2 1/2 in social science, and 2 each in mathematics and science.

o *Attendance*

Students must attend school from age 7 through 17.

Teacher Standards

o *Teacher Preparation*

A minimum grade point average and evidence of adequate reading, writing, and verbal communication skills, as demonstrated by appropriate academic course work and an interview with an admissions committee, are required for admission to, and completion of, teacher education programs.

o *Certification and Relicensing*

Candidates completing requirements for their first teaching license must pass a curriculum examination in the subject field for which they are seeking certification. The license is good for the first year of teaching, which is a supervised internship including staff development and evaluation. If needed, this license can be renewed once. The Standard Certificate is issued after successful completion of the internship year. It is valid for 5 years and may be renewed with 8 credits or 3 years of experience.

o *Staff Development*

The State Department of Education requires that all teachers and administrators receive at least 75 hours of inservice every 5 years. Staff development plans are developed by local school districts, approved by the State Board of Education, and receive some state financial support.

Oklahoma

School and School District Standards

o *Length of School Year (minimum)*

180 days

o *Length of School Day (minimum)*

K: 2.5 hours
Grade 1: 5 hours
Grades 2-12: 6 hours

o *Curriculum*

Local school districts are required to teach basic skills in grades K-12 in the areas of reading, English, writing, the use of numbers, social studies and science. The state has developed suggested learner competencies with two strands at the high school level, life skill career and college preparatory, and suggested learner outcomes for grades 1-8.

Choice

The choice issue is presently under consideration by the governor and legislature.

Student Standards

o *Testing*

Local school districts must incorporate competencies in reading, writing, speaking, listening, mathematics and reasoning into their high school graduation requirements and assess them using tests or other measures of student achievement. The state does not set or recommend the number of competence statements required for graduation nor the level of proficiency to be achieved. Records of test results in attainment of the Essential Learning Skills and attainment of the Common Knowledge and Skills in instructional programs adopted by the State Board of Education were also required.

o *High School Graduation Requirements*

Students must earn a minimum of 22 units of credit to include at least 3 of language arts, 2 each of mathematics and science, 1 each of U.S. History and Global Studies, 1/2 each of government and career development, 1 each of health and physical education, 1 of personal finance and economics, and 1 of applied arts, fine arts, or foreign language. Each student must demonstrate competence in reading, writing, mathematics, speaking, listening, and reasoning.

o *Attendance*

Students must attend school from age 7 through 18.

Teacher Standards

o *Teacher Preparation*

Teacher education programs require CBEST for admission into the program. The NTE is administered prior to receiving endorsements in subject areas.

o *Certification and Relicensing*

Upon completion of an approved program, teachers receive a Basic Certificate which is valid for 3 years and is renewable. The Standard Certificate is valid for 5 years and requires 45 credits of study and two years of teaching on the Basic Certificate. High school and special education teachers must attain the Standard Certificate. Renewal of Standard Certificates is required every 5 years. One year of successful teaching and 120 hours of Continued Professional Development (CPD) credits are required for renewal. Six quarter hours of approved course work is considered equivalent to 120 CPD credits.

o *Staff Development*

Inservice training is planned and conducted by local school districts. The state requires local districts to adopt and implement plans for staff development.

Oregon

School and School District Standards

o *Length of School Year (minimum)*

175 days

o *Length of School Day (minimum)*

Not specified

o *Curriculum*

The state mandates the subject areas that must be taught in grades 1-8. School districts must also provide their high school students with elective educational opportunities sufficient to satisfy the high school graduation requirements and which include applied arts, fine arts, foreign language, and vocational education.

Choice

No activity reported.

PENNSYLVANIA

Student Standards

o Testing

Students are tested each year in grades 3, 5 and 8 in reading and mathematics. Those failing the statewide test are placed in a state-funded remedial program.

o High School Graduation Requirements

Students must earn 21 units in 4 years, including 4 years of English, 3 each of social studies, mathematics and science, and 2 of arts and humanities.

o Attendance

Students must attend school from age 8 through 16.

Teacher Standards

o Teacher Preparation

Criteria for admission to, and completion of, teacher education programs vary by institution. Teacher preparation programs must be approved by the State Department of Education.

o Certification and Relicensing

Teachers who began prior to June 1988 received, upon completion of an approved teacher education program, an Initial Certificate that is valid for 6 years and not renewable. The Permanent Certificate requires 24 credits and 3 years of experience, or inservice in lieu of the credits. Effective June 1988, new teachers must pass a test of basic skills, general knowledge, professional knowledge and subject matter, and complete a one-year internship. Teachers must earn 6 continuing education credits every 5 years.

o Staff Development

Staff development is a required element in mandated salary range plans for local school districts. The State Department of Education establishes guidelines for inservice credits used for recertification.

School and School District Standards

o Length of School Year (minimum)

180 days

Pennsylvania

o *Length of School Day (minimum)*

K: 2.5 hours
Grades 1-6: 5 hours
Grades 7-12: 5.5 hours

o *Curriculum*

The State Department of Education sets minimum curriculum requirements for grades K-12 and is developing mandated curriculum guidelines. The state has prescribed learning objectives for each of its 12 Goals of Quality Education: communications skills, mathematics, science and technology, citizenship, arts and the humanities, analytical thinking, family living, work, health, environment, self-esteem, and understanding others.

Choice

No activity reported.

RHODE ISLAND

Student Standards

o Testing

The state tests all students in grades 3, 6, 8 and 10 in reading, writing, mathematics, and health and physical fitness. The testing is designed to monitor student performance and is not linked to the granting of diplomas or to grade promotion.

o High School Graduation Requirements

Career-bound students must take 16 units, including 4 years of English and 2 years each of social studies, mathematics and science. College-bound students must take 18 units, with 4 years of English, 3 years of college-preparatory mathematics, 2 years each of laboratory science, the same foreign language, and social studies, and 1/2 unit each of computer studies and fine arts.

o Attendance

Students must attend school from age 6 until 16. Students entering the first grade must have attended kindergarten.

Teacher Standards

o Teacher Preparation

Criteria for admission to, and completion of, teacher education programs vary by institution within the parameters of the Commissioner's Standards for the Approval of Teacher Education Programs.

o Certification and Relicensing

Candidates must pass the NTE Core Battery. The Provisional Certificate is valid for 3 to 6 years, depending upon the area. The one exception is the vocational education provisional certificate, which is valid for 10 years.

Life Teaching Certificate requirements vary by area, with the requirement for years of experience ranging from 3 to 6; all life certificates require a master's degree in the area. Administrative and Support Service Certificates have similar requirements.

o Staff Development

The state does not require inservice programs but allows credits earned through inservice to be applied to recertification, with state approval.

Rhode Island

School and School District Standards

o *Length of School Year (minimum)*

180 days

o *Length of School Day (minimum)*

Kindergarten students must attend school for at least 2 1/2 hours. Elementary students must attend school for 5 hours and secondary students for 5-1/2 hours, exclusive of lunch and recess.

o *Curriculum*

The Board of Regents for Elementary and Secondary Education has adopted a Basic Education Program which consists of standards in curriculum, school-community relations, student support services, and management and administration. These standards, adopted as regulations, represent the minimum each school district must offer to its students. The standards also serve as the basis on which schools are approved.

Choice

The state is studying the establishment of intradistrict choice on a pilot basis.

Student Standards

o *Testing*

The Basic Skills Assessment Program tests in mathematics, reading, and writing are given to students in grades 1, 2, 3, 6, and 8. Students in grades 4, 5, and 7 are given the Comprehensive Tests of Basic Skills (CTBS). (See below for the high school graduation test requirement.) Competency standards are set by the State Board of Education. Test results are used for diagnosis and as part of performance criteria to determine promotion from one grade to another. The State Board of Education requires the governing body of every school district to implement a student promotion policy which at least meets state minimum criteria. Local districts may establish higher performance standards.

To be promoted to the next grade, students in grades 1-8 must achieve 70 percent of established criteria in reading and mathematics. The criteria are scoring at the state standard (25 percent) on the tests, and meeting local student progress standards including teacher recommendations (75 percent). In grades 9-12 students are eligible for promotion if they successfully meet achievement and promotion standards established by the local district. All handicapped students as defined by law and regulation are subject to the promotion policy unless the student's individual education plan defines alternative goals and promotion standards.

o *High School Graduation Requirements*

Students must complete 20 units, including 4 years of language arts, 3 of social studies, 3 of mathematics, 2 of science, and 1 of physical education or ROTC. Beginning with the class of 1990, students must pass each of three parts of the state Exit Examination in reading, mathematics, and writing to receive a high school diploma.

o *Attendance*

Students must attend school from age 5 through 16, and high school students must attend 170 days out of 180. Kindergarten attendance is required.

Teacher Standards

o *Teacher Preparation*

Any program of study in professional education to be used for initial certification must be approved by the State Board of Education. An institution may recommend for certification only those individuals who complete a state-approved teacher education program. For this purpose, the State Board of Education has adopted the Standards for State Approval of Teacher Education published by the National Association of State Directors of Teacher Education and Certification (NASDTEC), suitably modified or extended by the Board.

South Carolina

Student admission requirements include passing the Education Entrance Examination which measures reading, writing, and mathematics. To complete the approved program, students must complete a state classroom performance assessment and pass examinations of pedagogical knowledge and content area of certification knowledge.

o *Certification and Relicensing*

Applicants for initial certification who pass a subject area examination (the appropriate NTE Specialty Area Examination, where applicable) and the NTE Core Battery - Professional Knowledge Examination and who complete a state-approved teacher training program will receive a 5-year Professional Certificate. The Professional Certificate may be renewed for an additional 5 years upon presentation of 6 semester hours of appropriate course work. Once employed, teachers are evaluated for 3 years.

School and School District Standards

o *Length of School Year (minimum)*

180 days. (1984 legislation extended the teachers' year by 5 days to 190 days.)

o *Length of School Day (minimum)*

Grades K-6: 6 hours including lunch.
Grades 7-12: 6 hours, exclusive of lunch, homeroom, recess and other non-school activities.

o *Curriculum*

The state has a Defined Minimum Program that specifies instructional areas for all grades and the number of minutes to be spent weekly on each area for elementary grades. Science has been included in statewide education objectives and basic skills testing program for grades 1 through 8. In grades 9-12, a minimum of 40 course offerings must be provided each instruction term, with the state specifying the minimum number and type of courses in each instructional area.

o *Other*

Legislation has established an average student/teacher ratio for mathematics, language arts and secondary schools of 30:1.

Choice

No activity reported.

Student Standards

o *Testing*

Statewide achievement testing is required in grades 4, 8, and 11.

o *High School Graduation Requirements*

The state requires 20 units for high school graduation, including 4 years of English, 3 of social studies, 2 each of mathematics and science, and 1/2 each of computer science and fine arts.

o *Attendance*

Students must attend school from age 7 through 15.

Teacher Standards

o *Teacher Preparation*

Criteria for admission to teacher education programs includes: (1) 2.50 GPA or above on a four-point scale for all work taken previously at the postsecondary level; (2) evidence of competence in literacy, mathematics, science, and general knowledge; and (3) an assessment of desirable characteristics.

o *Certification and Relicensing*

Upon completion of an approved program, teachers receive a Basic Certificate valid for 5 years. It can be renewed with 6 credits or inservice in lieu of 3 credits.

School and School District Standards

o *Length of School Year (minimum)*

175 days

o *Length of School Day (minimum)*

K: 2.5 hours
Grades 1-3: 4 hours
Grades 4-12: 5.5 hours

Choice

No activity reported.

Student Standards

o *Testing*

The Tennessee Comprehensive Assessment Program (TCAP), introduced in spring 1990, includes a mandated customized, norm-referenced and criterion-referenced test for grades 2 through 8, and a norm-referenced test for grade 10. The customized test allows each teacher to assess progress of students during the school year with a minimum amount of testing time. The program generates consistent types of test scores from grade to grade. The norm-referenced data allow longitudinal studies of individual, school, system, and state growth in order to evaluate and improve programs and curricula. The criterion-referenced data is not for longitudinal studies, but to report the mastery, partial mastery, and non-mastery of tested domains for each school year.

In order to graduate from a Tennessee (public or approved private) high school with a regular diploma, students must make a passing score on the Tennessee Proficiency Test. The test assesses minimum competency skills in the subtests of mathematics and language arts with the passing criteria being 70 percent of the items answered correctly on each subtest. The test is first administered to students in the 9th grade with unlimited opportunities thereafter to retake and pass any previously failed subtest.

o *High School Graduation Requirements*

Students are required to earn 20 units, including 4 years of English, 1 1/2 years each of social studies and health and physical education, and 2 years each of mathematics and science. Additionally, the State Board of Education has approved a minimum curriculum recommended for college preparation.

As noted in the section on Testing, students must also achieve a passing score on the Tennessee Proficiency Test in order to graduate with a regular high school diploma.

o *Attendance*

Students must attend school from age 7 through 16.

Teacher Standards

o *Teacher Preparation*

Tennessee is undergoing a major restructuring of the preparation of teachers in the 39 teacher education institutions. New licensure standards based on knowledge and skill area requirements rather than a minimum number of courses required in licensure areas will be effective in 1990-91. New induction options, enhanced student teaching, internship, and post-baccalaureate approach will be available to institutions. Admission requirements have been revised, and currently all students choosing to enter teacher preparation programs at state-approved institutions must submit a passing

score on the Pre-Professional Skills Test (PPST). In addition, students must obtain a minimum GPA and pass the NTE Core Battery and appropriate specialty area exam(s) prior to certification.

A National Council for Accreditation of Teacher Education (NCATE)-affiliated program approval process Option One state review will replace traditional methods of approving college programs for licensure purposes.

A new state reciprocity policy incorporating membership in the Interstate Certification Project (ICP) and association with NCATE accredited and affiliated states has been adopted.

o *Certification and Relicensing*

Tennessee is currently in the sixth year of implementing a career ladder certification program for teachers and administrators. Originally, the Career Ladder certificate was a mandated credential for all teachers and administrators who entered the profession after July 1, 1984. Career Level I, II, and III Certificates are now optional and supplemental to the Professional License which is the required, basic credential.

Upon completion of an approved teacher preparation program and passage of the NTE Core Battery and the appropriate specialty area test, a candidate receives a one-year Probationary Certificate. After 1 year of successful service, teachers receive three-year Apprentice Certificates. Teachers holding Probationary and Apprentice Certificates must be evaluated each year by the local school authorities using either the State Model for Local Evaluation or a locally-developed evaluation model approved by the State Board of Education. In the final year of Apprentice Certificate validity, the State Department of Education reviews the teachers' local evaluation results. If the evaluation results are positive, the teacher receives a 10-year Professional License and may opt for a 10-year Career Level I Certificate with a $1,000 annual salary supplement. If the evaluation results are negative, an improvement plan with re-evaluation is mandated. If evaluation results following re-evaluation at the end of the fourth year are still negative, or are negative at the end of the Probationary year, the teacher must be terminated, but may begin as a probationary teacher in another school system.

Non-career ladder educators with tenure who hold Professional Licenses must be evaluated locally twice every 5 years. Annual local evaluation is required for non-Career Ladder educators who have not gained tenure. To renew the Professional License, a teacher with a bachelor's degree must have at least 5 years teaching experience in an accredited school within the 10-year life of the license and must have completed 6 semester or 8 quarter hours of acceptable coursework. The teacher with a master's degree must verify at least 5 years of acceptable teaching experience within the life of the license. In the absence of 5 years of experience within the 10-year period of license validity, the teacher must successfully complete 6 semester or 8 quarter hours of coursework within the last year before renewal.

Teachers holding valid Professional Licenses may apply for Career Level I certification with 3 years of acceptable experience, for Career Level II during their eighth year of experience, and for Career Level III during the twelfth year. Career Level I candidates are evaluated by local administrators using a State Board approved local evaluation process. Candidates for Career Level II and

III must be evaluated according to the state Career Ladder evaluation process either by three state evaluators or by two state evaluators and a local administrator. Upon achieving a Career Level II or III Certificate, an educator may receive a salary supplement ranging from $2,000 to $7,000 depending on the Career Ladder Level and the length of contract.

All Career Ladder certificates have a 10-year length and are renewable. Career Level I, II, and III certificate holders must be evaluated at least two times between the time the certificate is issued or renewed and the expiration date. The interim evaluation, occurring during the 4th, 5th, or 6th year, is for improvement purposes and the recertification evaluation occurs during the 8th, 9th, or 10th year. Interim and recertification evaluations of Career Level I teachers are conducted by local administrators. The interim evaluation for Career Level II and III teachers may be conducted either by a state evaluator and the local principal (or designee) or solely by the principal and reviewed by a state evaluator. The extent and exact nature of the recertification evaluation for Career Levels II and III has not yet been determined.

In addition to the evaluation requirements for certificate maintenance, all Career Level I, II, and III certificate holders with less than a master's degree must obtain a 3.00 GPA (on a 4.00 scale) for one professional education or academic course to be taken during the term of certificate validity. The course must be relevant to the teacher's existing endorsement area(s), additional endorsements, the area of professional education, or an area identified through the evaluation process.

The Career Ladder certification program for teachers includes general education, vocational education, and special education teachers. Similar Career Ladder certification programs have been developed for counselors, librarians, school psychologists, speech and language specialist, school social workers, attendance supervisors, instructional supervisors, assistant principals, and principals.

o *Staff Development*

Professional development is available through a variety of activities sponsored and financed by the state. Examples include teacher recognition awards, workshops and academies.

School and School District Standards

o *Length of School Year (minimum)*

200 days; 180 instructional days and five are for inservice education.

o *Length of School Day (minimum)*

6.5 hours, except for Kindergarten (4 hours, 1/2 day)

o *Curriculum*

The state has developed mandated curriculum for all subject areas.

Tennessee

Choice

Regulations governing admissions to the state's schools are left to each local school district. The state has no involvement in these regulations.

Student Standards

o *Testing*

Criterion-referenced tests to assess minimum basic skill competencies in reading, writing, and mathematics are currently administered to students in grades 3, 5, 7, and 9, and in mathematics and English language arts at Grade 11/12. The exit-level examination given to 11th and 12th graders must be mastered for students to receive a high school diploma. A grade 3 Spanish version test is available for limited English proficient students.

Beginning in 1990-91, the scope of the tests will be broadened to include more of the state-mandated essential elements at the required grade levels. The state testing program, entitled the Texas Assessment of Academic Skills (TAAS), will be required to measure problem solving ability and complex thinking skills as a result of recent legislation. A written composition will be added to the exit level test for juniors who take the exam for the first time in October 1990. In addition, the statutory requirement for obtaining nationally norm-referenced data has been modified. It can now be accomplished by either combining norm-referenced assessment items with the criterion-referenced items or by adopting one or more norm-referenced assessment instruments for use in coordination with the criterion-referenced assessment.

The assessment of science and social studies must be phased in by the 1994-95 school year for grades 3, 5, 7, 9, and exit level.

o *High School Graduation Requirements*

The state requires 21 units, including 4 years of English, 3 years of social studies, 3 years of mathematics, 2 years of science, and 2 years of health and physical education for high school graduation. Students receive an "advanced" high school program seal on their transcripts if they complete 22 credits, including 1 year each of fine arts and computer science, 2 years of a foreign language, and an additional year of science, beyond regular graduation requirements. Students must also pass a basic skills minimum competency test in English language arts and mathematics in order to receive a diploma.

o *Attendance*

Students who are as much as 6 years of age, or who are less than 7 and have been previously enrolled in first grade, and who have not completed the academic year in which their 17th birthday occurred must attend school.

o *Other*

Students with a grade below 70 in any course are prohibited from participating in extracurricular activities for the next six-week grading period.

Texas

Teacher Standards

o Teacher Preparation

Students applying for admission to a teacher education program must pass a basic skills test in the areas of reading, writing, and mathematics. Candidates completing certification requirements must also pass a state examination in the content area(s) and in pedagogy at the level for which credentials are requested prior to certification.

Effective September 1, 1991, students seeking certification in areas for which a bachelor's degree is required must complete a degree with an academic major or interdisciplinary academic major, including reading, other than education. For most subject areas, the State Board of Education may not require more than 18 semester credit hours in education at the baccalaureate level. Additional education credit hours may be permitted for certification in bilingual education, English as a second language, early childhood education, or special education.

o Certification and Relicensing

Currently the state issues two permanent certificates: Provisional (baccalaureate level) and Professional (graduate degree level), upon completion of an approved program. Teachers certified prior to May 1, 1986 are required to pass a one-time basic skills test as a condition of reemployment.

o Staff Development

The state mandates 8 days of inservice and preparation for all teachers. The Legislature directed the State Board of Education to require inservice instruction in subject areas that the Board considers appropriate. The subject areas may include but need not be limited to: special education; recognition of and response to signs of abuse or neglect in students; recognition of dyslexia and related disorders in students and teaching strategies for those students; discipline management training; and teacher appraisal. The State Board of Education stipulated that four of the inservice days be used for teacher preparation, or workdays.

The legislature also mandated a three-part program of staff development for administrators. First, instructional leadership training was required for all Texas administrators. A total of 36 hours of training was provided during the 1985-86 school year. Second, appraisal training using the Texas Teacher Appraisal System was required for all personnel with responsibility for appraising teachers. Over 21,000 appraisers completed an initial block of 40 hours of training conducted through the 20 regional education service centers prior to actually appraising teachers during the 1986-87 year. A 16 hour update was required as a condition of continued certification as appraisers for the 1987-88 school year. Third, general management training for all administrators is required. A "core" curriculum of skills for general management training has been identified. Annual training for administrators is required with the training areas and amount of training being determined locally through an individual growth plan as each administrator is appraised. New administrators must

complete the 36 hour instructional leadership training and the Texas Teacher Appraisal System Training (if they are responsible for appraising teachers) during their first year.

School and School Districts Standards

o *Length of School Year (minimum)*

175 days

o *Length of School Day (minimum)*

School must be in session at least 7 hours each day, of which not less than 6 hours shall be devoted to instruction. Half-day kindergarten programs shall provide a minimum of 3 hours of daily instruction.

o *Curriculum*

Legislation established a state basic curriculum in 12 subject areas for grades K-12. The State Board of Education was also required to designate, in rule, essential curriculum elements in every grade level for each subject area. This curriculum, which requires students to take one semester in computer literacy in the junior high school program, is scheduled for review in 1990.

Choice

No activity reported.

Student Standards

o Testing

Three major assessment programs operate at the state level -- the Statewide Educational Assessment Program, a Quality Indicator Report Series, and a program of test development of criterion-referenced tests for measurement of student performance based on the state's core curriculum. A new program capitalizes on district assessment efforts to produce district performance reports.

The Statewide Educational Assessment Program, a wide-spectrum approach, collects three different types of information: student outcomes including basic skills performance and outcomes such as academic self-concept, independent learning, and peer relationships; school classifications and student demographic characteristics, and student perceptions of the educational process. Its purposes are to provide a picture of student achievement, indicate how certain demographic factors influence achievement, and give some insight into instructional approaches and techniques which are related to high student achievement. The 1987 assessment was the fifth major study in the series and included stratified random samples of 65 elementary schools and 31 high schools. Approximately 5,000 5th graders and 2,800 11th graders were tested. The program includes norm-referenced and objectives-referenced achievement tests, and measures of school-relevant attitudes. Individual student and school results are provided to all participating schools. Statewide aggregate analyses are completed and a variety of reports are prepared for specific audiences.

Since 1967, the Educational Quality Indicators Program has collected information on student performance and attitudes from a variety of sources, including college admissions tests, the Advanced Placement Program, the state assessment program, and the census. The program supplements the state assessment program by examining trends in performance over extended periods of time.

The Core Curriculum Assessment Program is an effort by the state to support school districts in assessing student performance based on the state's new core curriculum. (Utah's 1984 graduation requirements established a statewide core curriculum which set out major goals and objectives for virtually every area of the curriculum, and called upon school districts to provide assessment.) This measurement program includes the development of intact, end-of-level and end-of-course tests in mathematics, reading, and science, and construction of item pools in virtually all curriculum areas.

A joint state and local effort is underway to develop district performance reports. Its goal is to assist each school district in producing a performance report that features both assessment and important descriptive information.

o High School Graduation Requirements

Graduating seniors must complete a minimum of 24 units, including 3 of English, 3 of social studies, 1 1/2 of health and physical education, 2 each of mathematics and science, 1 of vocational education, 1 1/2 of arts, and demonstrate competency in computer studies.

Utah

o *Attendance*

Students must attend school from age 6 through 17.

Teacher Standards

o *Teacher Preparation*

Criteria for admission to, and completion of, teacher education programs vary by institution.

o *Certification and Relicensing*

Graduates of approved teacher education programs receive a basic certificate which is valid for 5 years and can be renewed with 6 credits or 3 years experience. The Professional Certificate is valid for 5 years and requires a master's degree or 36 credits plus 3 years experience or inservice in lieu of the experience.

o *Staff Development*

The state provides stipends to teachers for attendance at selected workshops, which can be used for credit.

o *Other*

Utah has implemented an extensive career ladder program that includes performance-based compensation, job enlargement, and additional teacher preparation days.

School and School District Standards

o *Length of School Year (minimum)*

180 days

o *Length of School Day (minimum)*

Not specified. The state recommends the following standards for instructional time:

K: 750 minutes per week
Grades 1-2: 1350 minutes per week
Grades 3-6: 1650 minutes per week
Grades 7-12: 150 hours per unit of credit

Utah

o Curriculum

The state has developed and implemented an extensive objectives-based core curriculum at all grade levels.

Choice

No activity reported.

Student Standards

o *Testing*

The state is developing a new assessment program that will include the use of student portfolios in the 4th and 11th grades. Competency tests in reading, writing, listening, mathematics, and reasoning for promotion from 8th grade will become optional.

o *High School Graduation Requirements*

High school seniors must complete 14 1/2 units, including 4 years of English, 3 years of social studies, 5 years of mathematics and science, 1 year of art, and 1 1/2 years of physical education. LEAs require, on average, an additional 5 units.

o *Attendance*

Students must attend school from age 7 through 16. Legislation permits local school districts that do not offer kindergarten programs to pay tuition to state-approved programs in private schools for kindergarten students.

Teacher Standards

o *Teacher Preparation*

Criteria for admission to, and completion of, teacher education programs vary by institution but most base admission on minimum grade point averages and basic competency testing.

o *Certification and Relicensing*

Upon completion of an approved teacher education program, teachers receive an initial certificate valid for 3 years. A Continuing Certificate is awarded after 3 years of successful teaching and is valid for 7 years. Teachers need 9 credits of "activity" per endorsement area every 7 years for renewal of this certificate. The state is participating in the Northeast Regional Certificate for Certification.

o *Staff Development*

The state does not require local inservice programs, but approves inservice programs used for certificate renewal.

Vermont

School and School District Standards

o *Length of School Year (minimum)*

175 days

o *Length of School Day (minimum)*

K: 2 hours
Grades 1-2: 4 hours
Grades 3-12: 5.5 hours

o *Curriculum*

The state is implementing a set of performance requirements that cover all curriculum areas, including specific learning outcomes required in each area.

Choice

The state allows parents in rural districts that do not provide secondary education to choose a public or private non-sectarian secondary school.

Student Standards

o *Testing*

The state administers norm-referenced standardized tests to students in the fall of grade 1 and achievement tests to students in the spring of grades 4, 8 and 11. Test scores are used to allocate state compensatory education funds. Literacy testing is conducted in reading, writing, and mathematics in grade 6; passing these tests is a requirement for promotion to grade 9. Criterion-referenced testing, using either the state's Standards of Learning Program, or an alternative, is required in all grades in all subjects.

o *High School Graduation Requirements*

Students must complete 4 years of English, 3 years of social studies, 2 years of health and physical education, 2 years each of mathematics and laboratory science, a third year of either mathematics or science, 1 year of fine or practical arts, and a total of 21 units. Students need 3 years of mathematics, 3 years of a laboratory science, 3 years of one foreign language, and a total of 23 units to obtain an advanced diploma.

o *Attendance*

Students must attend school from age 5 through 17.

Teacher Standards

o *Teacher Preparation*

Although criteria for admission to teacher education programs vary, institutions of higher education require that students achieve GPAs ranging from 2.0 to 2.7 for admission into teacher education programs. The 37 Virginia colleges and universities have restructured their teacher preparation programs with the following results: (1) degrees in the arts and sciences are required of all teachers; (2) professional studies have been limited to 18 hours; and (3) new programs with extensive preparation in arts and sciences have been developed.

o *Certification and Relicensing*

Applicants for licensure must submit passing scores on the NTE Core Battery and appropriate specialty area test(s). All beginning teachers must participate in the Virginia Beginning Teacher Assistance Program (BTAP), which is a two-year period of assessment and assistance. Teachers must demonstrate 14 competencies. Upon completion of the BTAP competencies, the teacher is issued a Collegiate Professional Certificate.

Certificates issued include the following: Provisional (two-year non-renewable); Collegiate Professional (five-year renewable, advanced degree required, three years teaching experience);

Virginia

Postgraduate Professional (five-year renewable, advanced degree required, three years teaching experience); Pupil Personnel Services (five-year renewable, advanced degree required, no teaching experience -- issued to school psychologists, visiting teachers, guidance counselors, and school social workers). A new certificate will be issued to superintendents (five-year renewable, advanced degree, approval by the Board of Education for Superintendent's Eligibility List).

Effective July 1, 1990, recertification will be accomplished for individuals with five-year renewable certificates through completion of a recertification plan totaling 180 points. To provide greater flexibility, 10 options are available for professional development, including college credit, professional conference, peer observation, educational travel, curriculum development, publication of professional article or book, mentorship/supervision, educational project, and employing educational agency professional development activity.

o *Staff Development*

Professional development is required of all school divisions. The State Council for Professional Development is an advisory group with representative membership which provides leadership in staff development. The state sponsors an annual professional development and certification conference.

School and School District Standards

o *Length of School Year (minimum)*

180 days

o *Length of School Day (minimum)*

K: 3 hours
Grades 1-12: 5 1/2 hours, excluding lunch

o *Curriculum*

The state specifies areas of instruction for grades K-7 and middle and junior high schools, and minimum course offerings for secondary schools. Under the Standards of Learning program, the State has established detailed and sequential learning objectives for each grade in nine subject areas: English, mathematics, social science, science, health, physical education, fine arts (music and visual arts), and foreign languages. Local school districts must use these objectives as references for designing local curriculum and instructional programs.

Choice

The state supports several regional magnet public schools for science and technology and one for the arts designed to experiment with new ideas and to challenge gifted students.

Student Standards

o Testing

The Washington State Assessment Program tests all students in grades, 4, 8, and 10 in the basic skills of reading, language arts, and mathematics. Students also complete an academic and career interest inventory providing background information as well as information about future aspirations. Local districts are encouraged to test students at grade 2 for diagnostic purposes, and the state conducts an assessment of an 11th grade sample biennially.

o High School Graduation Requirements

Students must complete 3 years of English, 2 of mathematics, 2 of science, 2 1/2 of social studies, 1 of occupational education, 2 of physical education, 1 of fine, visual or performing arts (broadly defined), and 5 1/2 credits of electives, for a total state minimum requirement of 19 credits. Most local school districts have established additional requirements.

o Attendance

A child must attend school from the age of 8 to 18 unless he or she is physically or mentally unable to attend, is 15 years of age or older and is proficient at the 9th grade level or is gainfully employed, or has met the graduation requirements.

Teacher Standards

o Teacher Preparation

The Professional Educator Excellence Act of 1987 requires that a person being admitted to a teacher preparation program must demonstrate competence in the basic skills required for oral and written communication and computation. Candidates must have a combined score at or above the statewide median score established for the Washington Precollege test or an equivalent score on other standardized tests. The State Board of Education will require a uniform state exit test for teacher certification candidates. As of August 31, 1993 passage of the examination is required before receiving an initial certificate. Primarily an essay exam, knowledge and competence in subjects that include instructional skills, classroom management, and student behavior and development will be tested. By 1990 the State Board of Education will recommend to the legislature whether all teacher candidates will be required to pass a subject exam.

o Certification and Relicensing

The Initial Certificate is valid for 4 years and requires additional credits for renewal. The Continuing Certificate requires 45 quarter hours of additional graduate credit and 2 years of experience and is valid for as long as one teaches. Educators must complete 150 clock hours of study every 5 years in order to maintain the validity of the Continuing Certificate.

Washington

The Professional Educator Excellence Act of 1987 requires that after August 1992, persons shall possess a bachelor's degree in the arts, sciences and/or humanities and fulfilled other certification requirements to receive an initial level certificate. However, persons seeking initial certification for grades preschool through 8 may complete a major in education as part of their bachelor's degree. The State Board of Education must study the impact of eliminating the major in education and report to the legislature by 1990. After 1992 the initial certificate will be valid for 2 years and may be renewed for a 3 year period when evidence shows that the teacher is enrolled in an approved master's degree program. A second renewal for a period of 2 years may be granted if: (1) the degree granting institution recommends renewal; (2) the teacher can demonstrate substantial progress toward completion of the master's degree; and (3) the degree will be completed within the 2 year extension period. Under no circumstances may an initial certificate be valid for a period of more than 7 years.

The law also requires that the State Board of Education and the Higher Education Coordinating Board shall work cooperatively to develop by 1990 the standards for a post bachelor's professional teacher preparation program that results in the acquisition of a master's degree in teaching. After 1992 a master's degree is required for attaining professional level certification.

o *Staff Development*

The state has developed regional technical assistance programs for inservice training. The legislature has appropriated special funds for inservice training in mathematics, science and computer technology. The legislature also provided funding for computer demonstration centers which provide inservice as well as other programs. The State Board of Education is requiring 150 clock hours of continuing education, during each five year period, for persons acquiring certification as of Summer 1987.

School and School District Standards

o *Length of School Year (minimum)*

180 days

o *Length of School Day (minimum)*

The average number of hours required each day to meet a total program hour offering requirement are:

K: 2.5 hours
Grades 1-3: 5 hours
Grades 4-6: 5.5 hours
Grades 7-8: 5.5 hours
Grades 9-12: 6 hours

Washington

o *Curriculum*

School districts must develop a program of student learning objectives for all courses of study.

The legislature enacted a measure that provides for the state department of education to develop model curriculum in 3 core subjects a year. It also requires local school districts to establish an annual process of identifying measurable goals to improve educational excellence.

Choice

A bill adopted in early 1990 mandates that all school districts adopt policies allowing intradistrict transfers by students and also provides for interdistrict choice. The intradistrict provision requires districts to establish a policy allowing intradistrict enrollment options by June 30, 1990, but does not mandate that districts open all schools to student transfers. The interdistrict measure grants only two groups of students an absolute right to leave their resident district: those who wish to transfer to a school that is more accessible to a parent's place of work or child care, and those experiencing a special hardship or detrimental condition. In all other cases, a parent will be required to show that a financial, educational, safety, or health condition of the student will be reasonably improved as a result of the transfer. Resident districts are allowed to prevent students from leaving if their departure would adversely affect an existing desegregation plan. Districts accepting transfer students may charge a "transfer fee," not expected to exceed a few hundred dollars, based on differences in local school tax rates. The bill calls for the legislature to pay the transfer fees of students from low-income families.

The measure will also allow junior high school students to accumulate high school credits for high school-level courses taken either at their home school or a high school. In addition, it establishes a "Running Start" program that will allow high school juniors and seniors to accumulate both high school and college credits for courses taken at community colleges or state vocational-technical institutes.

The state also supports eight educational clinics run privately to work with unsuccessful students. In 1989, the state legislature passed a low allowing "at-risk" students to attend a school of choice.

Student Standards

o *Testing*

Census testing is conducted at grades 9 and 11 in October and grades 3 and 6 in April.

o *High School Graduation Requirements*

High school graduates must complete 4 years of English, 3 years of social studies, 2 years of mathematics, 1 year of science, 1 year each of health and physical education, and 1 year of the fine or applied arts, with a total of 21 units required. County school districts can and do add to the graduation requirements.

o *Attendance*

Students must attend school from age 6 through 16.

o *Other*

Students must maintain a C average the previous semester to participate in non-academic extracurricular activities.

Teacher Standards

o *Teacher Preparation*

Criteria for admission to teacher education programs vary by institution. Students in approved teacher preparation programs are required to pass a basic skills proficiency test, a content area test, and a professional education performance assessment. The professional education performance assessment is determined by the institution of higher education based upon professional performance education objectives adopted by the Board of Education.

o *Certification and Relicensing*

Graduates of approved teacher education programs who pass a subject matter test receive an initial certificate which is valid for 3 years and can be renewed with 6 credits in accordance with a continuing education agreement approved by the county superintendent and an evaluation. The Professional Certificate, valid for 5 years, requires 3 years of teaching experience and 6 semester hours of renewal credit subsequent to the issuance of the 3 year certificate. A permanent Professional Certificate may be granted on the basis of a 5 year certificate, the completion of a master's degree relevant to the improvement of instruction and 5 years of satisfactory educational experience. An alternate route to permanent certification is the second renewal of the 5 year Professional Certificate.

West Virginia

o *Staff Development*

Staff development programs are designed after a needs assessment has taken place. The state mandates a minimum of 3 non-instructional days per year for staff development. Local school districts plan the programs which are then monitored by the State Department of Education. The state is designing a model of on-the-job training in shortage areas.

School and School District Standards

o *Length of School Year (minimum)*

180 days

o *Length of School day (minimum)*

K: 158 minutes instructional day
Grades 1-4: 330 minutes instructional day
Grades 5-12: 345 minutes instructional day

Instructional time allocations for all required programs of study (e.g., reading) are specified by the local school.

o *Curriculum*

The state has developed instructional goals for all required programs of study and an outcome-referenced testing program to assess student attainment of these goals. This will include a computer literacy program of study in all grades. A statewide microcomputer educational network is being developed and implemented to enhance curricular, instructional, evaluation, and educational personnel activities.

o *Other*

The Education Reform Legislation enacted in 1988 established a school/school district Performance Based Accreditation System. This system replaced the accreditation process which was in place since 1981. The two components of the system are state established annual performance measures and high quality standards. Included in the annual performance measures are student performance by grade level, attendance, dropout, and promotion rates, waivers to the promotion rate, graduation rate, average class size, pupil-teacher ratio, number of split grade classrooms, pupil-administrator ratio, and operating expenses per pupil. The high quality standards include curriculum finance, transportation, special education, facilities, administrative practices and school community relations, training of school district board members and administrators, personnel qualifications, professional development and evaluation, and school and student performance. Schools and school districts must submit an annual improvement plan to the state for review. Based on the plan, an accreditation status will be given to each school and an approval level given to each school district.

West Virginia

Each school district will receive a random, unannounced on-site review during a four year period. In addition to the cyclical review, a school may have an on-site review at any time.

Choice

No activity reported.

Student Standards

o Testing

The state has had a Competency-Based Testing (CBT) program with voluntary local school district participation. Local districts may construct their own tests based on locally selected competencies using the CBT test item data bank or use a prepared "shelf test" to assess minimum competencies in reading, language arts and mathematics. Students are tested once in grades 1-4, 5-8 and 9-10 and proficiency standards are set locally. The shelf tests are designed for use in grades 3, 7 and 10. The item bank will ultimately contain enough items to construct tests for any given set of competencies for any grade level.

School districts are required to test all pupils in reading, language arts, and mathematics at least twice in grades K-5, once in grades 6-8, and at least once in grades 9-11. The tests must be aligned with the school district's curriculum. A district's participation in the state's competency testing program satisfies this requirement. All schools are also required to administer a state developed reading test to all third grade students annually. The state provides guidelines to assist districts in testing and excluding from testing pupils with special needs.

o High School Graduation Requirements

Students must complete 13 units, including 4 years of English, 3 years of social science, 2 years each of mathematics and science, 1/2 year of health, and 1 1/2 years of physical education. Districts are encouraged to provide at least 8 1/2 more units in vocational education, foreign language, fine arts, and other courses. Students must also be enrolled in a class or participate in an activity approved by the school board each period of each school day.

o Attendance

Students must attend school from age 6 through 18 or graduate from high school.

Teacher Standards

o Teacher Preparation

Criteria for admission to, and completion of, teacher education programs vary by institution.

o Certification and Relicensing

The regular license is valid for 5 years and can be renewed with 6 credits or the equivalent of continuing professional growth. This policy replaced a permanent license which was issued after 3 years of teaching in the state. Those teachers granted a "life" license before 1983 are not required to renew their license or meet the credit requirement provided the teacher remains active in the teaching profession; the life license becomes invalid if the holder is not actively involved for five or more consecutive years.

Wisconsin

o *Staff Development*

State law requires inservice for all teachers. If credit is to be applied toward certificate renewal, inservice must be approved by the state.

School and School District Standards

o *Length of School Year (minimum)*

180 days, with 175 days of actual instruction. Effective with the 1988-89 school year, each student must be scheduled for 437 hours of instruction in kindergarten, 1,050 hours in grades 1-6, and 1,137 hours in grades 7-12 each year. Passing time in grades 7-12 and up to 30 minutes per day of recess time may be included in grades 1-6.

o *Length of School Day (minimum)*

None specified

o *Curriculum*

The state has developed 11 K-12 curriculum guides in language arts, mathematics, social studies, science, health, computer literacy, environmental education, vocational education, physical education, art, and music to serve as models for local school district

Each school district must have a written sequential curriculum plan that includes language arts, mathematics, science, social studies, health, computer literacy, environmental education, vocational education, physical education, art, and music. The plan must specify objectives, course content, resources, and a program evaluation method. There is proposed legislation that would extend the date that the curriculum plans are to be completed to 1991.

Choice

The state has yet to adopt any choice program. However, the governor has advanced choice proposals in each of the last two budgets; both were defeated. As the new legislative session opens, choice proposals are expected to be advanced through the bill process once again.

Student Standards

o Testing

Statewide testing is not required in Wyoming. The legislature funds a statewide assessment of students in grades 4, 8 and 12 periodically using the National Assessment of Educational Progress.

o High School Graduation Requirements

High school students must complete 18 Carnegie units of study. Instruction in the essentials of the U.S. Constitution and the Constitution of the State of Wyoming must be included. Local school districts determine remaining course requirements.

o Attendance

Students must attend school from age 7 to 16 or the completion of the eighth grade.

Teacher Standards

o Teacher Preparation

Admission to the only teacher education program in the state (the University of Wyoming) is based on results of the California Achievement Test, 2.7 GPA, and an interview. The University certifies that students have successfully completed the program. The State Board of Education has authorized the application of state program approval standards to the University of Wyoming teacher preparation program, effective July 1, 1992.

o Certification and Relicensing

The standard certificate is valid for 5 years and can be renewed with 5 transcript credits, state-approved inservice credit, or professional growth credits. The professional certificate, which is valid for 10 years, requires a master's degree and 5 years experience and can be renewed with 10 hours of advanced coursework, state-approved inservice, or professional growth credit.

o Staff Development

Local school districts file inservice plans, based on local needs, with the state education department, which must approve any inservice used toward certificate renewal. The state also requires all new and veteran teachers to acquire 2 credit hours each in special education, reading and human relations and course work in gifted and talented and computer assisted instruction.

Wyoming

School and School District Standards

o *Length of School Year (minimum)*

180 contact days for teachers; 175 pupil-teacher contact days.

o *Length of School Day (minimum)*

K: 2 1/2 hours
Grades 1-8: 5 hours
Grades 9-12: 6 hours

Choice

A choice/voucher system failed in the senate in 1987. The bill would have granted $1,000 per year to parents whose children attended nonpublic schools. The bill was expected to be introduced again, but did not appear in the 1988 session. The state has just completed developing regulations for non-religious private schools. These regulations make it possible for such schools to operate as licensed schools for the first time.